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ABSTRACT

This report consists of two major sections. The first describes the theory and methodology of the Romanian-English Contrastive Analysis Project (RECAP), and the second section presents the first aberrant corpus in RECAP. Also provided are a list of signs and abbreviations and three annexes consisting of two translation exercises and one composition assignment. (RM)

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THE PSYCHOLINGUISTIC APPROACH IN THE ROMANIAN-ENGLISH CONTRASTIVE ANALYSIS PROJECT

I

ed. by T. SLAMA-CAZACU

U.S. DEPARTMENT OF HEALTH,
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THE PSYCHOLINGUISTIC APPROACH IN RECAP

directed by T. Slama-Cazacu

I

A. FUNDAMENTALS OF THEORY AND METHODOLOGY

B. THE 1st ABERRANT CORPUS IN RECAP - ed. by T. Slama-Cazacu and
D. Ch'Yoran

In the final operations for the publication of this volume, the editors have been helped by Taina Dutescu, Florica Băncilă and Liliana Ionescu-Ruxăndoiu, as well as by members of the English Department of the University of Bucharest, who participated in partial activities such as: correcting the typewritten form of the volume, checking the translation of various texts, etc.

For other operations in the research stage, see report.

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FUNDAMENTALS OF THEORY AND METHODOLOGY

ACQUISITION CORPORA, ABERRANT CORPORA, AND HIERARCHICAL SYSTEMS OF ERRORS IN
VARIOUS CONTRASTIVE SITUATIONS

by Tatiana Slama-Cazacu

1.0. Generally speaking, the methodology I shall present in this paper¹ is based on a theoretical conception partially described before. This study adds new concepts and theoretical principles to those presented in previous articles and lectures (16; and 25 to 37). In the last six years, two vast research projects have been going on, based on the theory and methodology which were gradually improved by their very contact with the reality of the research (see 30; 33; 34; 37).

1.1. The theory and the subsequent methodology can be synthetically defined in the following way:

A contrastive (Cs) study with practical aims, consequently meant to improve the process of foreign-language learning/teaching cannot limit itself to the simple

1. This paper was read at the meeting of the Romanian-English Contrastive Analysis Project (RECAP), Cluj, May 29-30, 1972. Some slight modifications were added, concerning new steps in establishing the Aberrant Corpus (Aber C) in the two experiments under research. The publication of this paper was delayed on purpose for it to accompany the Aber C printed in this volume. Another paper signed by the author and having a similar content appeared in the meantime (34; see also 31; 37); also, some projects or isolated studies in other countries adopted methodologies or theoretical principles very close to those advocated by the author at a time when she had to struggle to make them understood and accepted (see, e.g., 26 and Discussion in the same volume). Therefore we have not modified the style and content of the paper read in 1972, which, at the time, ranked among the first attempts at a psycholinguistic approach to contrastive (Cs) analysis and the revision of traditional error analysis in general.

comparison in abstracto of the two systems, which actually are to face each other in the learner's mind (for a development of these ideas, see also 28). Besides the peculiar features proper to each linguistic system, subjective variables also appear in the process of learning (the individual degree and manner of accumulation and systematisation for each of the two languages, the specific psychological background of the subject, his motivation, each individual's "history" in general). There also appear variables regarding the teaching methods, the teacher, the general context where the learning takes place. Finally, there are variables represented by the general human features of the learning process.

Therefore, the predictions based on a Cs analysis that we will keep on calling "Cs analysis in abstracto" have no chance of being validated by actual reality, where many more variables interfere, which are not included in the predictive judgments implied in the mere linguistic comparison of the two systems. (Perhaps we should mention that the approach we are advocating is not ^{more} deprived of a theoretical background than the other one, and that it does not exclude the recourse, at certain stages of the procedure, to theoretical linguistics; on the other hand, linguistic analysis in abstracto is not synonymous with linguistic theory, nor is it the only theoretical model of linguistics). A Cs analysis with practical applications in view has to be a contact analysis of the two systems in the learner, hence a psycholinguistic approach is not optional but necessary.

1.2. The methodology under discussion is a psycholinguistic analysis, starting from the dynamics of the target language (TL) learning process and mostly using a

and general analysis of errors (though not based on this technique only), in the concrete conditions of a certain "base language" (BL), i.e. in a context (methods, group of learners, situational conditions, etc.), which is more or less homogeneous (the variations due to individual peculiarities being generally effaced by a statistical processing of the data).

Why an analysis of errors? Why take the "errors" as a parameter for establishing the way the two systems meet in the process of learning? From among the diversity of facts which can appear when investigating the process of foreign-language learning (correct formulations, incorrect formulations or errors, quantitative achievements along the exercise-curve, general rhythm of learning), the key-facts significant for the prognosis of learning are the errors.

The selection of this parameter is upheld by the argument that the error concretely shows, in a linguistic formulation, a weak point in learning, therefore a "difficulty"²: as a logical consequence, in order to improve the language-learning process we must remove the obstacles which stop the development of the normal process, hence we must prevent the sources of errors. It is obvious that the errors must be known and studied. It will also appear as obvious that events called "fautes" or "errors" are natural "distortions", due to various causes in the acquisition process, and some of them point to the capacity of the learner of spontaneously generalising rules, etc. (see V^o 32:33).

2. See also O. Nickel (18, p. 219): "The problem of difficulty plays a very important role in connection with language-teaching and language-learning."

1.3. "The analysis of errors" is not a new procedure either in applied linguistics or in contrastive studies. But the methodology which we have recommended (16; and 26 to 37) and which has a theoretical background in the "contact analysis" of the two systems in the learner - in discendi (16) - is totally different, in theory and methodology, from the usual procedures: even when these commonly-used procedures by means of scientific investigation, beyond simple empirical observation in the classroom, this investigation is not based on a comprehensive theory and in any case it is not based on the concepts and procedures we are presenting here: "aberrant corpus", statistical processing of data, etc. (see C. Bouton 1; M. Buteau 2; S. P. Gorder 4 and 5; R. Filipović 12; PAKS 20, etc.). The methodology recommended here also provides for a thorough study of the facts which result from the meeting of the two systems in the learner, by achieving - on objective bases - an acquisition corpus (AcqC), an aberrant corpus (AberC) and a hierarchical system of errors (HSE).

I. The formulation of the first principle - which we shall not explain here in detail (see 16 and 26 to 37) - includes the necessity of a systematic assembling of facts (with the aid of the scientific procedures of elicitation and recording), instead of a simple comparison based on grammars, dictionaries, etc.: therefore the investigation of the whole process of language-acquisition in the conditions of a certain LB, by collecting facts.

II. The second principle requires the setting up of an AcqC that is to replace (or at least be complementary to) any other corpus built in an artificial way with regard to the study in question, as for instance the collection of items from

dictionaries or texts in TL with their corresponding BL items, etc. (see for example "the translation method based on a corpus of examples", using the Brown Corpus, in the English-Serbo-Croatian Project, cf. R. Filipović, 10, p. 36, foll., or the corpus based on "novels, magazines and scientific works", in the Poznan Polish-English Contrastive Project, cf. J. Fisiak, 10, p. 93). This AcqC will reveal the dynamics of TL acquisition. It will show both the sensitive points and the frequency of "wrong" acquisition, and the proportion of good mastery of TL at various stages. Any further practical step (handbooks, classroom exercises, etc.) will benefit from the analysis, and the interpretation of all this evidence will record both success and failure (as well as their consistency, for instance the strength or oscillation of a certain form at a certain stage) in TL acquisition.

The AcqC must be built on objective scientific bases: a) through systematic observation and especially by experimental investigations (compositions, dictations, fill-in forms and translations, dialogue recordings etc.)³, in constant conditions permanently under control, by noting the whole context in the record (see 24;25) and using the same experimental scheme for all the subjects irrespective of their stage of learning, in order to have common grounds for comparison; b) through tasks involving both emission and reception aspects in connection with their context; c) through investigation at various stages of the acquisition process, thus also permitting the possible validation of the "approximative systems" or "interlanguages" hypothesis

3. Which here will be called tasks (a technical term taken from experimental psychology, in order to avoid the use of the term test, which has a specific meaning including standard evaluation in a collectivity, etc.).

(see 15:16).

III. Although the whole AcqC is important for the complete investigation of the learning of a certain TL on the basis of a certain BL, it is also necessary - for the reasons mentioned before - to make an accurate analysis of the sensitive points according to the distortions or the errors made in emission or in reception. The analysis of these facts, which are relevant for the prediction of the difficulties in a certain TL acquisition in contact with a certain BL, i.e. of the distortions at different stages of learning, makes necessary the existence of an AberC (the IIIR principle) compiled by controlled experimental procedures, which differentiate it from the materials gathered in the other investigations of error analysis. The Aber C is obtained by selecting those facts in the AcqC which are considered as "errors", on the basis of a processing of the material and of a system of precise criteria for the classification of errors (see 36; 37).

a) Certainly we have also to pose a problem that is not always easy to solve, namely that of establishing the aberrant nature of the various utterances. Many errors are quite obvious - as Go/Good (instead of went), or the plural foots, etc. There are also errors which may cause great distortions in communication (f. Jcenter have been created : is it a plural or a singular?). There are some other errors which can be established quite easily if the utterance is integrated in a context or if the utterance corresponds to "usage" in the respective language: certainly, from a purely formal point of view - in the acception of generative-transformational analysis which might not take into account the semantic substratum -, the sentence with the cheeks full of tears is "acceptable" from the grammatical point of view, but in English it

is in conflict with the meaning of the components cheeks and full (essentially with "usage"). The problem, here, is also that of referring to a context which is large enough, so as to allow an exact appreciation of the correctness of the expression. There are, also, utterances which can be considered as doubtful errors, just because "you can say it that way as well" (optional stylistic variants, on which a decision can hardly be expressed by native speakers themselves, even linguists). It is better for such errors, which have not a great significance for communication, not to be included in the tables of an AberC or in the HSE.

b) Obviously the system for classifying the error also raises a number of extremely difficult problems. Among others, there is the necessity of appealing to a theoretical linguistic theory and to its "code" or "metalanguage", in order to set up this system (which does not mean that we must use an anticipatory analysis in abstracto). Difficulties connected with the elaboration of a system of error-classification - and generally with characterizing an utterance as an "error" - are not insuperable however and constitute no reason for abandoning the "analysis of errors" and their classification, which is a necessity in itself. In fact, these difficulties mostly belong to the period of "pilot studies", which can be surpassed. I personally suggest the adoption of a complex system, which is not based on one unilateral theory only and which is easy for teachers to use in the classroom.⁴

c) Cs linguistics is interested in the comparison of the two systems, therefore an error analysis cannot be considered as complete without establishing the re-

4. From this point of view, I am inclined to back the system we adopted in the SCS Project rather than the one we used in RECAP.

lation between BL and TL. In fact, it is also the applicative aim we have in view that obliges us to consider that an efficient error analysis has to give the interpretation or explanation of the error (BL influence, TL stock already accumulated by the learner, various other causes - as hypercorrection, or distraction). It is this interpretation of the error that will allow the elaboration of the handbooks, finding efficient procedures in teaching, the chronology of introducing the various forms.

d) A question which is frequently asked when error analysis is employed - and which becomes the more natural when the project is formulated so as to establish an "aberrant corpus" - is whether during the investigations we find all the errors which may be made by the speakers of a TL, or at least all the specific errors. We should first underline that it would be nonsense from the scientific point of view to pretend that an "exhaustive corpus" can be established, but also to argue that such a corpus is absolutely necessary. The fact brought in support by G. Miller⁵, that in order to hear all the 20 word sentences possible in English, a native speaker would need 100,000,000 centuries, and that we learn the language in spite of that is true in this case as well: an exhaustive corpus would be impossible to collect even over several generations of research workers. On the other hand, if the basis of the calculus of probability is true, we may be convinced that there is a probability that in a sufficiently large corpus-collected from a great number and a large variety of subjects, submitted to different tasks in various conditions-the most relevant types of errors should appear, in their typical forms if not in all their manifestations (for

5. G. Miller, The psycholinguists, in C. Osgood, T. A. Sebeok (eds.), Psycholinguistics, Bloomington, Indiana University Press, 1965, p. 299.

instance errors in the usage of prepositions, but not exemplified by every preposition). Let us add that especially the significant errors are sure to appear: the "significance" of an error is given by its value in promoting or blocking communication, as well as by its frequency among the respective sample of subjects. This is in fact one of the arguments for establishing the frequency of various errors and their rank, i.e. the necessity of the IVth principle that we shall discuss further.

IV. The IVth principle of the methodology I advocate is that of establishing the HSE. A subsequent systematization in the AberC is necessary, in order to state the exact value of every error (both from the point of view of the function of communication and from that of the frequency of the error), and in this way we arrive at a hierarchy that shows the weak points (hierarchically arranged) in the acquisition of a certain TL on the basis of a certain BL. This hierarchy systematization is obtained as a consequence of the statistical processing of the elements in AberC. The distortions are organized according to the rank ascribed to them by their frequency in the given situation (the acquisition of a given TL against the background of a given BL, in controlled teaching conditions). The most "sensitive points" are indicated by their greater frequency, in a table grouping the distortions according to a special system of classification. HSE are established for partial aspects: for each subject first, and for various stages of learning. Then, on the basis of the statistical average, they will be established for the whole sample of subjects speaking a given BL: hence the HSE for the General situation when a certain TL meets a certain BL.

1.4. The strategy of contrastive research as a whole could, consequently, be

changed in the light of this methodology of establishing the AcqC, the AberC and the HSE. In the further purely linguistic comparative analysis, they offer the linguist a means of verifying the predictions formulated a priori, previous to the elaboration of the corpora. They might also offer a means of objectively and economically selecting those aspects which are most relevant for a Cs linguistic study that will proceed in abstracto. Obviously, the effort of making up these corpora and the HSE is justified if we compare the strategy of such an investigation conducted from the very beginning in this way (i.e. research guided by the AberC and HSE) with the one which takes a lot of time (that will partially prove to have been wasted, since it is of no use for practice), devoted to the abstract comparative analysis of aspects chosen at random and to some extent impressionistically (which subsequently may prove to be minor or even nonsignificant aspects), with no immediate possibility of controlling the predication.

Using this methodology, we might on the one hand help to acquire data by means of which we may improve the process of language-learning; since the major sensitive points - and, in general, the system of errors - are shown, as well as their place in the hierarchy of frequency and value of communication, Thus the teaching materials, curriculum, and the techniques of teaching will take into consideration these "neuralgic" points, they will arrange the facts of language chronologically. offered in the process of learning in such a manner as to avoid errors -, they will place emphasis upon them by means of an adequate procedure, etc.

On the other hand, however, this methodology may validate the initial hypo-

thesis, i.e. that the contrastive study in abstracto is virtually inefficient in making complete and exact predictions about every category of difficulty in learning a foreign language. The conclusion may be justified, that this procedure has at most a complementary value (in any case, not that of a unique procedure), if the respective study is intended to be applied to the teaching and learning of the respective foreign language, that is, if its goal is involved in improving the classroom situation or generally the situation where a foreign language is acquired. If in such research certain facts will appear which ipso facto would never be revealed by means of an abstracto analysis, then the procedure in abstracto will be invalidated from the point of view of its practical usefulness. On the other hand, the occurrence of these facts constitutes a point in favour of using the other procedure, i.e. the systematic analysis and statistic evaluation of errors.

2.0. The methodology summarized above has partly been applied (that is, not totally in accordance with the details of material procedure that I personally uphold, but which it was not always possible to accomplish as intended). We have applied this methodology within two ample research projects. One of them was elaborated completely on the basis of this methodology: the research project which will be called here "One TL (Romanian) and 22 BL" (see 33 and 37), carried out at the "Summer Courses of Romanian Language and Literature" of the University of Bucharest at Sinaia (SCS). The other one included the stipulated methodology as one of its methodological parts only, as one of its research directions: the research work known under the name of Romanian-English Contrastive Analysis Project (RECAP).

2.1. One TL (Romanian) and 22 BL (SCS). This pilot-investigation was initiated by the author several years ago, and was continued systematically in 1970 and 1971 by F. Slama-Cazacu and G. Doca, using the methodology delineated above. It is the first complex research work taking into account the Romanian language as a foreign language, taught to subjects speaking different mother tongues (Bulgarian, Czech, Danish, Dutch, English, Finnish, Flemish, French, German-including the German spoken by Austrians, subjects -, Greek, Hungarian, Italian, Japanese, Norwegian, Polish, Portuguese, Russian, Serbo-Croatian, ^{Slovakian} Slovenian, Spanish, Swedish). It was not possible to establish what methods of foreign-language teaching the learners had been exposed to before attending the SCS, since participants came from various universities all over the world, but the teaching method at SCS has been the same for beginners as well as for medium students (i.e. based on the textbook by B. Cazacu et al., Cours de langue roumaine, Bucarest, Ed. didactică și pedagogică, 1967, and A Course in Modern Romanian, 1967, 1969); for more advanced students, literary texts and grammatical, lexical and stylistic comments, etc. were used.

A total of 254 subjects were divided into three categories; (I) beginners, (II) intermediate, (III) advanced. Six types of experimental tasks were given under well controlled conditions: free composition (on a given topic), dictation (the text had been recorded under three forms of rhythm and segmentation of the parts included into a unit of enunciation; the basic rhythm was established by dictating the text to a Romanian subject with an elementary education), grammar exercises (selection of the correct answer and filling in missing forms), and oral reading as well as twenty

minute recorded dialogue and free narration.

The AcqC is made up of 754 papers and 50 recordings. The AberC was extracted by correcting the papers and the recordings, and tabulating the errors. The tabulation of errors was done by G.Doca and M.Cvasnfi, under the constant supervision of T.Slama-Cazacu, on the basis of a system of error classification elaborated by G.Doca and T.Slama-Cazacu (see also 34; 37).

This system of error classification⁶ starts from the most general classes - such as "morphological", "lexical" errors, etc. - and includes detailed specifications with examples. The table of errors includes the comparison of each error with the correct Romanian form and with the form in BL, as well as a tentative explanation of the error. (The statistical processing, based on the classificational criteria for statistics established by T.Slama-Cazacu will take place in a final stage.)

A total of approx.24,800 errors (i.e.deviant forms with various degrees of deviation and importance from the point of view of their communication value), the majority of which having been elicited in dictation(14,529), forms the initial AberC.

The aim of these investigations was not - at the present stage - to establish a complete typology of each pair in the compared languages, but to point out the in-

6. Which evidently raises rather difficult problems, such as the necessity of resorting to a linguistic theoretical conception in order to draw up this system (but which does not mean that we are resorting to a previous in abstracto analysis). We have tried to create a system which, though avoiding an uncritical eclecticism, should allow the subsequent possibility of using various systems of interpretation, while by means of details of a "traditional" nature ("preposition", "article", etc.) it could also be used by those who teach a language according to the classic code or "metalinguage".

fluence of each BL (errors typical of each pair of languages: Romanian - French, etc), as well as the common facts which come out in all instances where Romanian is a TL - owing to peculiarities of this TL or to the influence of a storage in the TL - , and then to compare such common facts with those which occur when another language - e.g. English - is a TL. Some results which seem to be relevant for a general discussion will be brought up further on.

2.2. The research project aimed at establishing the HSB when English is learnt by native speakers of Romanian (RECAP) was conducted by the author (who represented the Laboratory of Psycholinguistics of the University of Bucharest - UB) in cooperation with the English Department of the Faculty of Germanic Languages and Literatures - ED - of the University of Bucharest (D.Chiforan and his collaborators) as part of RECAP.

This project, also based on the theory and methodology set forth above, is the first project which resorts to error analysis for English as TL and Romanian as BL, and it is also the first attempt in the literature of Cs analysis as regards the English language, to establish a HSE and generally in applying such a methodology. The AcqC and the AberC were worked out by a very large team (see this volume for details on methodology).

The analysis of errors and the rough study of their distribution in the intabulation lists make possible some considerations which we shall set forth below (3.1. and 3.2.).

3.0. Of course, the theoretical importance and practical utility of the results obtained in these investigations will become clearer - and various data will

be added, which the present stage cannot reveal yet -, when the statistical elaboration has been finished, and so much the more when the research has been completed (In the case of the first study - SC3- by increasing the number of subjects, by adding other series of pupils who are native speakers of other languages, by controlling the methods used prior to attending the Summer Courses, etc.; in the case of the second study - RECAP- by increasing the number of pupils in other stages of learning English, or with different cultural levels or of different ages - beginners and fairly advanced learners attending the intensive courses, school-children in the upper grades, children, etc. - as well as by adding data concerning oral speech, perception/comprehension of English, etc.). At this stage of the investigation however, it is possible to point out some data only which appear evident and whose value cannot be denied, so much the more since they appear in both investigations, although various subjects, from different "milieux", participated, although BL and TL were different, although the levels in acquisition were varied and although the experiments were made in different contexts, and the correction and the intabulation of the errors were partly made by different people.

This comparison of the results of both investigations conveys special methodological significance not only to the present study (it is for the first time that a corroboration of this methodology- based on the concepts of AberC and HSE- was possible), but also to those cases when the error analysis is made in various contexts, with a great number of different languages as BL and Romanian as TL, and finally with the pair English-Romanian.

3.1. The first result we shall mention has an intrinsic interest: the possibility to obtain the first corpora of errors for such TL as Romanian and as English (when Romanian is the BL). Such AberC, even without the comments of specialists, have great practical interest for teachers.

3.2. The second result, of main methodological interest, is the validation of the hypothesis regarding the importance of establishing the HSE, i.e. the importance of the frequency of the errors in their hierarchical order. Certain categories of errors appear more frequently than others, with all the subjects. For instance, in the case of learning English with Romanian as BL, very frequent errors occur, with all the subjects at the university level, as regards word order, tenses and moods, and the use of prepositions (especially about, at, in, of, on, to, with) or articles (the definite article is either omitted, or used more often than necessary).

Examples of errors in the use of prepositions (most of them are due to the influence of Romanian): thinking at for; at any the beginning; thinking to for; desire of for peace; told to her mother for; my view upon for Sh; told them with any a loud voice; happened with for her; the same opinion with for me mine; be ironical with for me. Some other errors are due to the influence of the previous storage accumulated by the learner in the TL, as no corresponding form exists in Romanian: on any my opinion; arrived to for her parents.

The reason for underlining these errors is not only their mere existence - which may be established by the usual method of error analysis as well -, but also the fact that their frequency is much greater than that of other errors and that this

degree of frequency may be objectively established, on a statistical basis, by the application of statistical tests which will show the significance of statistical differences or the distribution within the sample of subjects, etc.). Corollary interpretation will certainly be necessary: we must establish the value of the frequency of different errors, taking into account their communication value as well. Thus the statistical procedure of comparing different types of errors must be complemented by a qualitative analysis, which should make it possible to evaluate the importance of the errors from the point of view of a distortion in communication.

A comparison of errors from the point of view of their nature as well as of their frequency, more specifically a comparison of our HSE with other HSE in situations where other BL are involved (e.g. Hungarian-English) and where exactly the same methodology is applied, would provide interesting data both for the classroom situation and for the theoretical problem of the typology of certain languages, as well as for the applied linguistics problem, which is of great concern to the author of the present study - namely the problem of some universals of foreign-language learning and perhaps even of mother-tongue learning by children⁷.

3.3. Another basic result of both investigations resultative from the analysis of the AberC concerns the relative influence of the BL and TL storage. Consequently we have a validation of the hypothesis⁸ of the existence of:

a) errors due to the meeting of the two systems, BL and TL, and to the dominant influence of BL (which is peculiar to each pair; Romanian-French, Romanian-English, etc.), as well as b) errors generated by TL itself (Romanian for SCS research,

7. See 32, 33.

English for RECAP). The latter (b) are due either to: A) intrinsic peculiarities of TL, or B) the personal storage in TL acquired by the pupils at the time of testing (at a certain stage of acquisition or a certain approximative system in the process of TL acquisition).

Examples in the first category (a), that is, of this influence of TL (typical errors, also supporting the Cs hypotheses), are provided by our AberC in 375 and RECAP. For English as TL - along side other examples, having to do with errors in prepositions - : I remember me [Romanian: imi amintesc];

with her cheeks full of tears [Romanian: cu obrazii plini de lacrimi];

give me it [Romanian: dă-mi-o]; which is the truth?

[Romanian: care-i adevărul?]; before the table [Romanian: în fața mesei];

proffered some strong insults at his address [Romanian]: a proferat cîteva înjurto
ări la adresa lui; or a general error: university center [Romanian: centru
universitar].

For Romanian as TL, avem petrecut [= am petrecut]; 'I have enjoyed'; this error is made by German and English native speakers (in German, respectively in English, the verbs haben and have are the same when used as full and as auxiliaries, while in Romanian a avea is different for 1st and 2nd plural when it is auxiliary

8. Through this method one could also intend to reveal errors due not to artefacts (accidents during the testing), but to fundamental factors--though extralinguistic: distraction, motivation, automatics, methods, etc.). This has not been the initial aim in this study, but such causes appear in our AberC.

- noi am petrecut - a full verb - noi avem cărți 'we have books').

The following are examples for category b), of errors generated by peculiarities of the TL or by a storage in TL; they support the above-mentioned hypothesis and we shall devote more space to them.

- For Romanian as TL: Example I, Both American and British subjects, as well as Austrian, Polish, Russian (average level) subjects have the Romanian gerund of a vedea 'to see' / el vede 'he sees' (following a self-formulated "rule"): vedînd, and not văzînd 'seeing'. Also, subjects having different languages as BL formulate a certain rule and apply it, for example, to third person singular present of some verbs as: a (se) înălța 'to arise', a înconjura 'to surround', a prefera 'to prefer', because of the paradigm of other verbs, already learned, and for which they had already created a rule: se înălțează (French, level II), înconjură (English, level III, based on a correct 'to correct' / corectează '(he) corrects', a lucra 'to work' / lucrează '(he) works' - which are learned in the first lesson of the handbook); or: preferesc instead of prefer 'I prefer' (Belgian - French, I at level) (based on 1st person eg. subjunctive a sosi 'to arrive' / sosesc 'I arrive'). Or for verbs as a îndeplini 'to achieve', a termina 'to finish', which have the subjunctive 1st person eg. eu să îndeplinesc 'let me achieve', eu să termin 'let me finish', learners create forms like: să-l îndeplinez (Russian third level), să nu termin (French third level), taking as models verbs - some of them neologisms¹⁰ - conjugated
9. See also, in previous studies (30; 32, 33 a.o.), errors as să mă înțin (from: să mă înțin 'let me eat').
10. The fact that să nu termin, with French students, is not due to BL influence is supported by similar errors of Russian speakers.

with the suffix -ea, e.g. a aranja 'to arrange', aranja 'I arrange', a deranja 'to disturb' [French déranjer] / deranja 'I disturb'.¹¹

For English as TL (in RECAP): Example II: The play was betterly performed (III rd year)¹²; womans (IIrd year); was sitted, she leaved the room (IIrd year); payed no attention (IInd year); burstid with applause; if he don't / doesn't - because of I don't'.

Other errors, which are not due to any influence of BL: Example III: Charming Prince [Prince Charming]; why don't he pay no attention; if he don't; you didn't enjoyed; I am in [t] wrong; tomorrow in [t] the morning [frequent]; she decided to left / leave; turn to stood; a good play wrighter [an interesting contamination from playwright and play-writer]; what's [t] about the other ones?

Obviously, such errors are not due to the influence of BL (for instance, as concerns Charming Prince, the influence of Romanian as BL would have imposed: Prince Charming - as Păt Prumos 'Charming Prince', Prinfu Negru 'Black Prince' (etc.); in Romanian the form is nu au fost asa de bine jucate 'they were not so well played', so that in English it must have been were not so well [and nd:good]

II. A great number of errors of this category also appear in a text published in a SCS participant in 1971 (the Swedish writer Olaf Ekström/B7; he is in a more advanced stage). For this reason, the errors are of another type - due to misuse of articles, genitives, under the influence of other known languages such as French, etc.): eu nu pot să înghitesc, care se numă Anita, să mă oprește, comprese de frumosegie.

12. Also errors made by Czechs, Germans etc. Learning English: so / goed / instead of went), spend / spended (instead of spent); J. Dušková, 7, pp. 19, 21.

played - Example IV)³

3.4. A great part of the errors derived from the accumulated storage are due to various devices used by the learners. These devices are typical for the learning process of any B or T language and - this is the most interesting fact - at any age.

3.4.1. One of these devices is the attempt to avoid a supposed error, hence arriving to a hypercorrection that makes the learner produce a real error (see

Example III: the subject learned to enjoy/enjoyed, and when he wants to form the negative, he tries to use the endings that he thinks are correct: you didn't enjoyed).

3.4.2. A common cause of errors - even with rather advanced learners, who would not make such an error if they were speaking at a very high level of awareness - is speaking on the basis of automatism (while being tired, etc.). For instance, my own error: what I read it doesn't seems very original - although I know the rule very well, and only realized that I had said seems (which I knew to be an error in this particular situation) when it was brought to my attention.

3.4.3. Another device is that of a mistaken choice of one from among two or more forms of the same semantic subsystem (see Example IV). The erroneous choice is often due to an imprecise learning of the correct form or rule, which will lead to confusion (good and well, who and which - see the above Example IV).

13. Also, similar errors mentioned by A.G. Scliarone (21, p. 116), with Dutch children learning French: je suis un livre, l'al malade (there is a similarity between avoir/être, hebben/zijn, but the cause of the errors is the accumulated storage in French, as concerns the two French verbs learned as a couple of terms). Similarly, Dutch children, learning without any difficulty the French article (le n'al pas de livres), make errors in the negative: il n'a pas de raison, le n'al pas de soil (Ibid. p. 117).

3.4.4. The most interesting device is "regularization": the extension of a certain rule to situations in which language contains irregularities (see Examples I and II). Psychologically speaking, the mechanism is that of a generalization, which is due either to the fact that the irregular, but correct form does not yet exist in the learner's storage, or to the fact that the regular form has become more conspicuous, even if the subject had heard, or even had used the irregular form.¹⁴

Other authors who have also studied errors have also mentioned this device (cf. references in 32; 33, a.o.). It is worth mentioning however - and this is the object of a special study by the present author (32; 33) - that the procedure and the practical details, which are typical of various languages, are met with both in adults who are learning a foreign language and in children who are learning a foreign language or their mother-tongue.

Consider again Example I: înălțează, înconjurează, îndeplinez, terminez, preferesc, used by adults who are studying Romanian as a foreign language. Such errors are also found among Romanian children who are in the process of learning their mother-tongue. A few of them are due to a generalization, to other verbs, of the rule of conjugation of most of the verbs of the 1st and 4th conjugation (which in fact make up the majority of Romanian verbs), whose 3rd persons singular and plural end in -ez and -esc:

14. It should be noted that the fact is used as an argument both by the psychologists who uphold nativist theories and by neo-behaviourist psychologists; its explanations vary and are contradictory - see D. Palermo (19); A. Staats (40); D. McNeill (15); S. Ervin Tripp (3) and D. Slobin (38; 39).

[zăpadă] acopereste facoperă florile (snow) is covering the flowers" 6; 8; se bucurează (se bucură) că au venit copilul (he) is enjoying the arrival of children" 4; 2 (for other examples see 32; 33)¹⁵.

3.5. The Cs analysis of HSE offers interesting data for establishing the proportion of influences exercised by BL as against those in the accumulated storage in TL, an altogether new aspect in errors analysis, and which we are going to discuss after finishing the statistical processing of both investigations. In fact, even a first statistical comparison of the influences of the BL and of TL show that error analysis based on this methodology demonstrate that it is difficult to find at any stage in the process of foreign-language learning the influence of BL in a "pure form": there is always an influence of either the own "individual linguistic systems" of teachers who are native speakers, or of the "approximative system" of a teacher who is a non-native speaker, or the influence of an already constructed "approximative system" of the learner-the own storage, from the very beginning of the learning process of a foreign-language -, that is exerting an influence upon any future step in the dynamics of acquisition. The proportion of E-E influences shown by the RECAP AberC is of such a nature that the classical Cs hypothesis could be doubted.

3.6. It will be no less interesting to establish the frequency of errors due to one cause or another, as related to the various stages of the process of acquisition.

15. Cf. also 23, pp. 412, 414, 415, 416; see similar errors in English: foed; foose/fooses, etc. (R. Brown, 3, p. 31; A. Jersild, 13, p. 421), and infra, errors mentioned D. Slobin (38, p. 10).

The check depends not merely on the statistical data processing but also on the prior operation of the interpretation (the cause or the source of each error as compared to TL, BL and the stock accumulated in TL). It may happen that the errors due to the storage ("regularisation" device) are not too frequent with advanced learners (for instance students in the English Department), nor in the initial stage proper (when the stock accumulated is not sufficient enough to allow for the induction of a rule). It can be characteristic of a certain phase of the first stages; the same fact is noticed in the development of child language¹⁶. With advanced learners, errors appear that are due to a higher refinement, to a recourse to substitutions or to phrases avoiding use of other forms which would be the correct ones in the respective context.

On the other hand, the errors due to the BL influence may be more frequent at the beginning and in the advanced stage. This hypothesis should be verified by

16. First, the children mechanically use correct "syntagmatic blocks"; subsequently - when some 3 years old - they start making errors due to the device of "language regularization" - cf. T. Slama-Cazacu 23. See also D. Slobin 38 p. 10: "children say it came off, it broke, he did it, before saying it came off, it broke, he did it; see, also, the examples foots and feets (ibid) - which is a proof that they had also heard feet, but had started "regularizing" from this irregular plural form. It is a fact that both forms are often found with one and the same child; the correct and the erroneous one, this last obtained by "regularization"): Gîgi 4; 10: erau boltoae micî there were small puddles and also sunteau/erau băltoae micî.

further investigation.

Consequently, these data will also allow the testing of the hypothesis regarding the "approximative systems" (see X; 16) or "interlanguages", as well as their contexts, and of the procedures or devices characterizing them in the various stages of the process of foreign-language learning.

One should point out that the statistical procedure of comparison between the various types of errors has to be based on a qualitative analysis; that makes it possible to interpret the errors (their various causes). Also, the statistical data should be completed by their evaluation from the point of view of a distortion in the communication function, produced by the error in question.

4. The practical results, for the improvement of learning/teaching Romanian as a foreign language by/to speakers of various languages, and of English against a Romanian background acting as BL, rank among the main consequences of both research works.

One should the theoretical conclusions be overlooked, which are of general interest; in the revision of the concept of contrastive linguistics, in the methodology of error analysis and in theoretical linguistics.

The data validate some hypotheses. One of them is that there are some other important causes of difficulty in language-learning apart from the influence of the BL. A consequence is that it is necessary to investigate the whole reality of learning in its effects, through an AberC and AcqC, and not only to perform an abstract linguistic comparison between BL and TL.

Another hypothesis that was validated was that concerning the functioning of the "universals of language learning" (such as the process of "regularization", or the automatic manipulation of a language - that sometimes causes errors due to "distraction" -, the hypercorrectness device, or the general bias in the learning process due to the peculiarities of the material to be learned - i.e. the TL itself -, or of the storage in the learner - whether it is the BL itself or the storage gradually acquired in the TL).

The necessity of establishing an HSE is another validated hypothesis. We can assert now that it is necessary not only to collect AberC's for different pairs of languages involved in a process of foreign-language learning, but also to establish the HSE for each of them, and for the stages in the dynamics of the acquisition process. The final step would be a comparison between the general results of such an HSE for each pair of languages, which will provide prerequisites for an objective discussion of the existence and value of other universals of language learning; this will also improve our knowledge concerning the existence, modus operandi and role of these universals in the practical situation of foreign-language learning/teaching.

In my intention, the AcqC, AberC and HSE are not so much a goal to be achieved for its own sake, but something serving for theoretical and methodological purposes (improving our knowledge in general and applied linguistics, especially in linguistics) and having, above all, pragmatic aims: knowledge of the reality of a foreign-language acquisition process, in order to facilitate it and improve its results.

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PSYCHOLINGUISTIC STUDIES AND RESEARCH WITHIN THE R E C A P

(directed by T. Slama-Cazacu)

- I. Stage of: Establishing the Acquisition corpus (AcqC), the Aberrant Corpus (AberC) and the Hierarchical System of Errors (HSE).
(directed by T. Slama-Cazacu and D. Chitoran)

R E P O R T
by

T. Slama-Cazacu and D. Chitoran

- I. Theoretical and methodological principles, and research activity in establishing the Acq C, Aber C, and HSE¹.
- II. The working out of the system of criteria for classifying errors².

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1. Report drawn up by T. Slama-Cazacu.
 2. Report drawn up by D. Chitoran.

I. Theoretical and methodological principles, and research activity in establishing the Aog C, Aber C, and HSE.

1.0. Aims. The set-up and membership of the working groups.

The Corpus published in this volume and the introductory papers, as well as various other publications (mentioned in the References below) are the result of activities specific to the psycholinguistic (PL) approach in the research of contrastive (Cs) analysis undertaken within the Romanian-English Contrastive Analysis Project (RECAP).

This approach, which is also one of the specific characteristics of the RECAP, is based on the PL theory and methodology developed by T.Silva-Cazacu (see 1973/1968), focussing on "the learner" as the meeting point of the two systems (the base language BL - and the target language - TL-), and advocating the systematic study - founded on well-defined theoretical principles - of the phenomena that occur in this process, and corroborating them with the data supplied by the strictly linguistic analysis (T.Silva-Cazacu, see above, in the present volume).

Our activity has covered both theoretical and research aspects (systematic observation, experiments, fact or error analysis), our programme providing, especially in its later stages for PL research primarily based on laboratory experiments.

We shall refer here to the first stages of the project, that have already been achieved: theoretical activities (2.1.), and research for establishing the corpora and the HSE (2.2.) that this report will mainly deal with.

1.1. The following have taken part in the above-mentioned activities: a specialist in PL, linguistics and psychology (see 2.1. and 2.2.); T.Silva-Cazacu (who constantly organised and directly participated in activities c,d,e,f,g) ; in some stages;

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W. Nemeser (from the Center for Applied Linguistics, Washington DC, see 2.1.) as well as linguists and members of the teaching staff of the English Department - ED -, Faculty of Germanic Languages and Literatures of the University of Bucharest (the activity mentioned under 2.2.), under the guidance of D. Chitoran and T. Sama-Cazacu (both in charge of the group assigned to establish the Acq C, Aber C and HSE. A permanent team participated in almost all the activities demanded by the research-work proper and the editing of the present volume: Florica Băncilă, Alexandra Cornilescu, Taina Duțescu, Doinica Spărișu and Ioana Ionescu-Stefănescu. There were temporary teams at each stage of the research project:

a) the correction of the papers (Ileana Bulcan, Martin Croghan², Cl. Robinson³, Adrian Miclescu, Eileen Scott⁴ - those marked * are native speakers, who worked as lecturers of English at the ED and also made the final revision of the correction, eliminating the debatable errors; moreover, preliminary detection of errors was made by various other people, mainly those mentioned below, at g-):

b) the tabulation of errors (F. Băncilă, M. Ciofu, A. Cornilescu, I. Ionescu-Stefănescu, D. Spărișu);

c) the working out of columns 8 and 9 in the Aber C, i.e. Interpretation of errors (L. Ionescu-Ruxăndeiu and T. Sama-Cazacu; they also made the final revision and ensured terminological consistency in the Aber C, and helped with the correction of typewritten forms and the elaboration of Table 3);

d) establishing the system of the classification of errors (see II, especially footnote 9);

e) the classification and marking of the papers - according to a sign-system proposed by T. Sîmba-Cazacu - with signs, and preparation of materials for Tables 1, 2 and 3 (P. Muncila, A. Cornilescu, T. Duşescu);

f) preparation of the tasks for the experiments and supervision of students during the experiments.

People mentioned below participated in f and in other activities: A. Bentaş, Elena Biră^x, D. Duşescu (who cooperated in the experiments in 1969, prepared the sentences to be translated, selected and duplicated the pictures for the "Set of pictures" on which one of the composition tasks is based), Pompiliu Georgescu, Irina Iancovici^x, Panov^x, E. Iarovici, Rodica Keresaki, Ielita Lungu, Elena Cosmovici-Iupaş^x, Liliana Mătsche, Lucretia Petri, Ioana Poenaru^x, Daniela Spăvescu, V. Stefanescu-Drăgăneşti (who also selected the text to be dictated and helped record some of the dialogues), E. Stoichici, Anda Teodorescu (those marked by x also corrected papers in 1969). Particular mention must also be made of the assistance of lecturer Margaret Davis and the contribution of P. B. Agard - Professor at Cornell University and consultative professor for the RECAP - who worked out the first system of classifying errors, in spring 1970 (see below, this report, II). The difficult task of typewriting the whole material was assigned to Anca Brănescu-Romascanu. Mention should also be made of the team of graphicists from the Faculty of Geography (U.B.), for their efficient help, and of the team of the Bucharest University Press.

1.2. Since there was a variety of opinions on the general orientation and set-up

of the Project, work on error analysis (Research proper and publication of the Corpus) and on the implementation of the PL approach to the Project were delayed.

However, a constant enough activity was carried out at the beginning, not devoid of a certain effectiveness, consisting in debates, theoretical articles published in reviews and papers read at RECAP conferences and international meetings by T.Slama-Cazacu - in a first paper, together with W.Nemser -, to be dealt with below.

Research in establishing the Aber C started as far back as November 1969 (later on accompanied by recordings for the study of intonation, dialogues, etc.) by T. Slama-Cazacu in co-operation with the members of the ED staff. In autumn 1970 the structure of the whole Project was reorganized and consequently the necessity of carrying out a research of the type initially suggested was brought to the fore again. The Group of PL research has set as its main objective to establish the Aber C and HSE; T.Slama-Cazacu suggested that a special Group should be set up to this end, led by herself and D.Chiforan-as the task was considered to be a matter of equal interest to the ED as a whole.

Table 1 (Acq C)

Total number of papers (Acq C)	Comp.s (1969)	Comp.s. (1970)	F.Comp. (1970)	Tr.1 (1970)	Tr.2 (1971)	Dict. (1971)	Tr.1 & 2 (Int.I)	Comp.s (P.U.)
1340	96	348	291	299	129	131	12	34

P.U. - People's University, Bucharest
 Int.I - Intensive courses U.B. first batch.

Table 2 (Subject in all the experiments)

Students ED -UB	Number of subjects by levels		
	in 1969	Ist to Vth year	96
	in 1970-1971	Ist year IInd year IIInd year IVth year Vth year	94 149 99 102 43
Int.I			12
P.U.			34
Total			675

Table 3 (Aber C)

Number of subjects [†]	Number of items (column 2 in the Aber C)	Number of errors (column 4 in the Aber C)	Presumable sources of errors	
			E-E	R-E
Tr.1	95	325	130	317
Tr.2	12	35	24	13
Comp. _s	60	442	167	227
F _s comp.	108	432	146	228
Total	275	1184	467	785

[†] Whose papers have been taken into consideration for the Aber C published in this volume.

2. The activity of the group

2.1. The theoretical and methodological activity started at the same time as the Bucharest Project of Contrastive Analysis (RECAP)¹, with an article written by W. Nemser and T. Slama-Cazacu: "A Contribution to Contrastive Linguistics (A Psycholinguistic Approach: Contact Analysis)", published in "Revue roumaine de linguistique", 1970, no. 2, pp. 101-128. The article mainly suggested the reshuffling of traditional studies of Cs analysis - the comparison in abstracto of the two systems - holding that all through the research project one should take into consideration the contact of the two systems in "the learner", study the concrete learning situation and, consequently, start by establishing, under scientifically controlled conditions, the Aber C and typical HSE for learners of English having Romanian as a BL. The article held that later comparative studies should take into account the data established during the previous stage, and at the same time thoroughly study, by means of laboratory PL experiments, the aspects singled out by the first study.

A paper (A Contribution to Contrastive Linguistics: Psycholinguistic Approach) was also read by T. Slama-Cazacu and W. Nemser in October 23, 1969, at the Scientific session of the staff of the Foreign Languages Institute, U.B. Reference to that paper and a brief survey of our approach were made in this article Contrastive Linguistics

3. We should mention the fact that although this Aber C appears with a great delay, it was projected and worked out at a time when the PL approach and the scientific establishing of AberC in Cs linguistics were not very widely used and even accepted (see Discussions at the Zagreb Conference, 1970, in References).

at the Center for Applied Linguistics, by W. Nemes, published in "The Linguistic Reporter", 1970, no.3, p.4, and in the paper Recent Trends in Contrastive Linguistics, by the same author, at the "Second Canadian Symposium on Applied Linguistics, Ottawa, May 1970", pp.18-19.

Between 1970 and 1975, T. Slama-Cazacu presented papers at various RECAP and international meetings and published several articles developing the theory and methodology of a PL approach to foreign-language learning and to Cs study, as well as a new methodology of error analysis. She underlined the necessity of an experimental elicitation of errors as well as of the errors interpretation. The research was meant to be developed along several steps, leading to the establishing of the AcqC, of the AberC, and the HSE (see below, and References).

2.2. Research work as such included: a) Experiments in establishing the AcqC, AberC, and HSE (to be dealt with in extenso below); b) Experiments with a special procedure (worked out by T. Slama-Cazacu) recording dialogue between six pairs of speakers, with a view to making up a corpus of spoken language to be used for establishing AberC and HSE for oral communication, for studying various aspects of mastering English at a later stage, especially the characteristics of intonation with speakers of English as a TL (by Romanians) or as a mother tongue. These experiments were conducted in the Laboratory of Psycholinguistics, and the study was planned to be carried out further on by T. Slama-Cazacu in co-operation with D. Chițoran and V. Ștefănescu-Dragănești.

Other FL experiments will be founded on suggestions offered by the results and the material collected for establishing the AberC and HSE.

2.3. The method of establishing AberC and HSE.

2.3.1. The theoretical grounds of the survey aiming at establishing the corpora and HSE are dealt with in the papers published in this volume by T. Sîma-Cazacu (see also other papers in the References). We mention the fact that, starting from the necessity of taking into account the conditions under which the process of learning a foreign language takes place, i.e. where the two systems (base and target) meet in the learner, we proposed (see the papers and articles mentioned under 2.1.) not only a simple "analysis of errors", but an ample scientifically grounded study, based on statistically processed data, to be used as a starting point or at least as a means of control for all the other groups. "The sensitive points" of the contact of English and Romanian can be identified in the learner, as far as possible on an objective basis, mainly by experiments. Various experimental tasks (compositions, dictations, translations, recorded dialogues etc.) - Given to a large number of "learners", so that there may be enough material for statistic processing - will lead to establishing the HSE characteristics of the speakers of Romanian who learn English. We presupposed from the beginning that the system - organized so as to show the rank occupied by each type of errors depending on its frequency but also on its importance (from the point of view of distorting the communication) - will also include errors that are due not only to the contact of the two languages, and especially not only to the influence of HL, but also to other determinants. These data were also intended to

provide further arguments for corroborating the two methods: the scientific analysis of errors and the comparison in abstracto of the two languages. The establishing of the HSE was intended not only to explain errors but also to predict them, and the research helps to put forward hypotheses for further research, and for improving the learning of English for Romanian learners.

2.3.2. This research started with Experiment I (made by the English Department, especially by D. Duțescu and E. Iarović together with V. Slama-Cazacu), consisting of a composition (Comps) elicited by a set of pictures, given to 96 students in the second and fifth year of the ED in November 1969, and to 34 persons at the 'People's University'.

This first AcqC started being checked in spring 1970 (going on till autumn), at the beginning on the basis of the checking system advocated by F.B. Agard (presented in D. Chiforean's report below).

Between December 1, 1970 and January 20, 1971, six experiments, including five different tasks (see below), were carried out during several experimental sessions. 487 students from the English Department, from all the years (1198 papers in all), and twelve persons (Grown-ups) attending the Intensive Courses organized by the University of

4. Difficulties in finding a consensus concerning not only the system of categories for checking the composition but also the very usefulness of this type of research and generally the experimental method brought to a delay in further research and papers correction.

Bucharest were tested (for a comparison, T. Slama-Cazacu also gave the same task to students at the Institute attending French courses).

The activity carried out so far can briefly be illustrated by the tables (including Experiment I - 1969 - and Experiment II - 1970 and January 1971, and supplementary experiments at Int. and P.U.). Five different tasks were given: a guided composition based on a set of pictures (Comps, in 1969 and 1970)⁵, a free composition (F.Comp, in 1970), a version of fifteen sentences (Tr.1, i.e. in 1970; and Tr.2, i.e. in 1971), a dictation (in 1971), a dialogue.

A total number of 1340 papers have been collected (this is the AcqC), from 675 subjects (each person participating in one or several tasks). The subjects were students from all years of study of the English Department (U.B.), adult P.U. students (only one preliminary task), and adult Int. students. A total number of 1292 errors from 275 subjects are included in the present AberC (the rest of the errors has been eliminated owing to the unintelligible handwriting, or to their optionality - considered as such by native speakers, etc.).

2.3.3. We shall briefly give some data about the 5 eliciting tasks.

(1) Translation of 15 sentences from Romanian into English (Tr.1 and Tr.2).

The sentences posed morphological and syntactical problems of the English language (sequence of tenses, usage of tenses and moods in English in comparison with Romanian-

5. The composition task based on a set of pictures - the only task given in 1969 - was repeated one year later with the same as well as with different persons.

among other things the Romanian subjunctive rendered by shall and let's -, negation, concord, prepositions, the oblique cases, the dative with or without to, the position of some adverbs, there is - there are, tag questions, rendering of the Romanian impersonal reflexive by a passive form in English, etc.). The time limit for this experiment was 15 minutes (sufficient even for Int.students), 428 first to fourth year students and 12 Int.students participated.

(2) Guided composition based on picture-story presentation (Comp. 2).

The experiment started by reading or writing on the blackboard some instructions concerning the procedure. Students were asked to write a narrative of 40-50 lines that should contain description of the pictures and a monologue rendering the thoughts of one of the characters in direct speech, as well as a dialogue in reported ("indirect") speech. (The Past Tense had to be used in the descriptive and narrative passages). Each student was given a sheet with a set of 10 pictures illustrating an incident in a family - see Annexes -, then oral instructions were read (by a member of the English Department), in which the content of the story was summarized in two sentences, in Romanian. A maximum of 50 minutes was allowed for this task; the time when each student handed the paper in was written on each paper. A number of 348 students took part in 1971, and 96 in 1969.

(3) Free composition (F.Comp.). Subjects were asked to write a 30-line narrative and a dialogue, according to the following oral instructions given in Romanian: "Imagine that, after you have seen a theatre play, you go with a friend of yours

(a boy or a girl) to the "Scala" confectionery and talk about the play". We give here the text in Romanian, for the possible influence on the English composition: "Inchipu-ti-vă că, după ce ai văzut o piesă de teatru, vă duceți cu un prieten (sau o prietenă) la cofetăria Scala și discutați despre spectacol". The time for writing this composition was noted for each student, within the limit of 30 minutes. 291 students from all the years participated.

(4) Dictation (Dict.) The aim of this task was to check the students' ability to understand an oral message, that is to grasp the speech of a native speaker and to retain the units of speech in the short-time memory, rather than to measure their knowledge of spelling.

A selection from The Shrimp and the Anemone (London, Faber and Faber, 1967,^{5th} edition (1944 1st ed.)) was proposed by V. Ștefănescu-Dragănești; it contained various degrees of difficulty, narrative and descriptive passages and dialogues (see Annexes).

The selection has been adapted for dictation by T. Slama-Gazacu with the aid of D. Chițoran and M. Davis in the following way: It was first divided into three sections, dictated in three different ways, in order to estimate the variable represented by the procedure of dictation (with previous knowledge of each sentence, then dictation by long fragments-which were to be stored in the short-time memory, that is under conditions similar to those of a conversation with a native speaker or to a radio-listening situation -, and "traditional" word for word dictation). Each sentence in the first two sections had been broken up into units for dictation (2-3 words in the first section, up to 9 words in the second one).

The selection has been recorded (in very good conditions, with the aid of the technician Ecaterina Ioan), it being read by M. Davis (a native speaker), who adjusted her rhythm after a subject of average knowledge of English, who was taking the dictation. These conditions have been stated and controlled by T. Siama-Cazacu.

Each group of students (of 9-12 persons) took the dictation in the language laboratories (the text being listened through the loudspeaker). 131 first to fourth year students participated.

(5) Dialogue. In the Laboratory of Psycholinguistics, six dialogues were *efficiated*. Each pair (two people who were well acquainted) were given the instruction (by T. Siama-Cazacu, who sometimes interfered in order to propose topics for continuing the dialogue) to talk "by telephone" with their partner, on various everyday life topics. The subjects were advanced students/lecturers of English having either Romanian or English as a mother tongue. Records were made in the Laboratory of Psycholinguistics. There were half an hour dialogues, that are not yet transcribed, and the errors are not yet tabulated.

2.3.4. All these experiments were carried out in the morning, in the lecture and seminar rooms or in language laboratories of the ED, as well as in the Laboratory of Psycholinguistics (dialogue recordings). The students were supervised by regular ED staff, but during the experiment the presence was required of one more person who did

not belong to the English staff, to direct the experiment (T. Siama-Cazacu).⁶

2.3.5. The papers have been classed (see above 1.1.2) according to the following indicators, to be mentioned in the "siglas" (column 1 in the Aber C): type of the task (translation 1 or 2, free composition or composition based on the set of pictures), year when the experiment was conducted, student's year and group, student's initials, page in the Acqc where the paper is to be found.

2.3.6. We encountered difficulties in correcting the papers, not only because a rather large amount of this work devolved on members of the staff who were supposed to continue their current didactic activities, but also because it was necessary to reach a consensus on the criteria upon which to judge the subjects' performances and to ensure a reasonable consistency in the estimation of errors.

To this end, part of this research-group based its activity on the discussion of a system of error analysis put forward by F.B. Agard (see below) and on the working out of a revised final system, whose criteria had to be learned by the people involved in correcting the papers.

To verify the possibilities of unitary estimation in this working-group, and to ensure reciprocal control, we set forth the following procedure, partly applied in December 1970: 5 papers (of the set of Guided composition - Comps) were typed,

6 The counterpart of preserving natural conditions for the experiments was the difficulty to always ensure proper discipline and affective calm (although students were told that no examination and no "evaluation tests" were involved, some of them felt under pressure of a certain stress). Moreover, conditions related to lack of sufficient room in the case of some groups, inadequate equipment (for dictation) or, more generally, changes occurring in the ordinary timetables were, as many difficulties in the carrying on of the experiments and causes of artifacts, that have entailed the elimination of some papers from the total amount tabulated that were to be used in the statistical processing.

with these errors, and then given to five persons for individual correction; then they confronted their estimations and discussed their system of tabulation.

2.3.7. The next stage was to work on (by classifying the papers on special files) the first Aberc (of Romanian native speakers during their acquisition of English).

The most arduous task in this respect was to concentrate on the correction of the papers and tabulation of errors.

For error tabulation (after the system of classifying errors was settled with the aid of a group including besides the two directors-D.Chitoran and T.Slame-Cazacu, a number of highly qualified linguists see II below), we proposed to set up smaller working groups, of 5 persons (see 1.1.b, and 2.3.6 above); which should deal with error tabulation for a short lapse of time. In this way we were able to ensure a concentration in time - necessary to the avoidance of vacillation in evaluation made by one and the same person -, as well as a unity of interpretation (very difficult to be achieved within a numerous group of researchers).

We also proposed that native English speakers should help with correcting the papers (but under conditions which should ensure unity of criteria, and prevent further, increased diversity in the estimation of errors).

3. The next stages of the research for establishing the HSE, and prospects in the activity of the research group for psycholinguistics.

3.1. The very next step will consist of the inclusion in the AberC (to tabulate) of the errors produced in the dictation task and in some oral tasks (first of all, in the dialogues already recorded).

3.2. We will also carry out the statistical processing of the data and the establishing of the HSE, on the basis of the frequency of various types of errors, this being done by statisticians specially hired to this purpose.

3.3. It will also be our task to supplement our experiments by: a) recording oral speech (finishing the application of the records already made, of dialogues, with students of the E D, of the 1st, and with some learners from secondary schools); b) adding written tasks applied to learners from secondary schools and continuing to apply them to Int. students. The basic material in establishing the HSE will consist of the written papers, where we can better isolate the students' competence in contrast with such variables as the emotional state inherent to oral communication, haste in expression, etc. The collecting of factual material from students representing several levels of learning English will provide - for the time being - preliminary data in establishing some possible "approximative systems", because such a variable as "chronology", "stage of development" etc. must be controlled with great care, in appropriate conditions, in experiments conducted on a sufficient number of subjects, so as to ensure elimination of contextual determinants pertaining to the influence of the type of text book, the method of teaching, the teacher, etc. Likewise, at present

we are not in a position to make use of data collected in other regions of the country - where we should first isolate the variables pertaining to the local dialect which make up the core of the B.L.; however such data could, for a certain stage in this research, contribute to amplifying the ABC.

II. Working out the System of Criteria for Classifying Errors

Introducing a scientific method of elicitation for error analysis in the Cs analysis of English and Romanian implies a large amount of work and time devoted to conducting experiments properly speaking on learners of English, as outlined in the previous part of this Report by T. Slama-Cazacu.

Equally important is the analysis of these errors as they appear in the students' papers or recordings.

The correction of the papers and the tabulation of errors so as to be used for further research purposes ⁷ devolved on the members of the E.D. involved in the project.

It was soon found out that, in order to insure a unitary character of error evaluation and tabulation, a model of linguistic analysis was as necessary as to the entire Cs study itself.

During his stay in Bucharest in the 1969-1970 Academic year, Prof. F.B. Agard delivered a set of lectures on the Cs analysis of English and Romanian ⁸ and outlined a 7. In constant collaboration with T. Slama-Cazacu and under her final supervision.
8. The contrastive analysis of English and Romanian - lectures by F.B. Agard, Bucharest, 1970. This is one of the first RECAP results of particular value,
both theoretically and practically.

model for error analysis which he subsequently presented in a separate form as: A Tentative Model of English Grammatical Structure (for classification of errors). We reproduce this model together with a few samples illustrating the way it is applied to the analysis of errors.

While he was in Bucharest, F.B. Agard supervised the correction of a certain number of the student papers collected in 1969, according to this system, in which some members of the E.D. participated: F. Băncilă, Taina Duțescu, Dumitru Spărișu, Ioana Poenaru, Elena Cosmovici-Lupaș.

F.B. Agard's tentative model has obvious merits. While not falling rigorously within the boundaries of a given linguistic theory, it succeeds in incorporating the most important contributions made by various schools to the description of language.

Essential to the entire system are the two concepts of function and form which are currently used in the most modern linguistic theories. By introducing the concept of level of structure (almost equivalent to the concept of rank in the British school of linguistics) there is, in addition to the theoretical gain of having errors classified according to the structural level at which they occur, a practical value as well, since it decreases the possibility of error on behalf of the analysts themselves, in the sense that an error which is allocated erroneously to a wrong level (i.e. to an inferior level of structure), will be corrected at the next higher level.

However, as F.B. Agard himself has repeatedly suggested, this is only "a tentative" model to be revised and perfected as work goes on. There are many questions which can be raised in relation to this model.

To confine ourselves to only one instance, we would like to mention that according to the model, the clause level includes both finite and non-finite (nominalized) sentences. When such nominalizations are introduced by prepositions they can be rele-

Tentative Model of English Grammatical Structure
(for classification of errors)

by P.B. Agard

Level	Constituent functions	Filler forms
<u>UTTERANCE</u>	Phonological Grammatical	Intonation-(in phonology) Sentence
<u>SENTENCE</u>	Nucleus Auxiliary Attribute Subject Predicate	Clause Question, <u>Modal V</u> , <u>Tense</u> <u>Phrase</u> , <u>AVG</u> , <u>C</u> <u>MG</u> , <u>[s]</u> , <u>[c]</u> <u>VG</u>
<u>CLAUSE</u>		
<u>PHRASE</u>		
<u>Prepositions 1</u>	Relator Object (= Axis)	<u>Preposition</u> <u>MG</u> , <u>AVG</u>
<u>Conjunctive</u>	Relator Object (= Axis)	<u>Conjunction</u> <u>S</u> , <u>C</u>
<u>GROUP</u>		
<u>Nominal</u>	Head Determiner Quantifier Qualifier Restrictive	<u>Noun</u> <u>Pron</u> <u>Article</u> , <u>Demonstrative</u> <u>Possessive</u> <u>AjG</u> <u>limiting</u> <u>AjG</u> <u>descriptive</u> <u>MG</u> , <u>AjG</u> <u>disting.</u> <u>Ph</u>

<u>Ad</u> jectival	<u>Complement</u> <u>Head</u> Quantifier <u>Complement</u> <u>Head</u> <u>Modifier</u> <u>Head</u>	AVG, Ph, [s], [c] Adjective AVG, NU Ph, [s], [c] Adverb AV, NG Verbal Core
<u>Ad</u> verbial	<u>Head</u> <u>Modifier</u> <u>Head</u>	AVG, Ph, [s], [c] NG, [s], [c] AVG, Ph, [c] Verb Perfective, Progressive not AVG Word (<u>look</u> in <u>look up</u>) Word (<u>up</u> in <u>look up</u>) Stem (M, AJ, AV, V) Plur., Pos, T, etc.
<u>Verbal</u>	<u>Head</u> <u>Complement</u> <u>Equivalent</u> <u>Object</u> <u>Attributive</u> <u>Head</u> <u>Aspect</u> <u>Negator</u> <u>Preverbal</u> Nucleus Satellite <u>Base</u> <u>Inflection</u>	AVG, Ph, [s], [c] NG, [s], [c] AVG, Ph, [c] Verb Perfective, Progressive not AVG Word (<u>look</u> in <u>look up</u>) Word (<u>up</u> in <u>look up</u>) Stem (M, AJ, AV, V) Plur., Pos, T, etc.
<u>LEXEME</u>	<u>Head</u> <u>Complement</u> <u>Equivalent</u> <u>Object</u> <u>Attributive</u> <u>Head</u> <u>Aspect</u> <u>Negator</u> <u>Preverbal</u> Nucleus Satellite <u>Base</u> <u>Inflection</u>	AVG, Ph, [s], [c] NG, [s], [c] AVG, Ph, [c] Verb Perfective, Progressive not AVG Word (<u>look</u> in <u>look up</u>) Word (<u>up</u> in <u>look up</u>) Stem (M, AJ, AV, V) Plur., Pos, T, etc.
<u>WORD</u>	<u>Head</u> <u>Complement</u> <u>Equivalent</u> <u>Object</u> <u>Attributive</u> <u>Head</u> <u>Aspect</u> <u>Negator</u> <u>Preverbal</u> Nucleus Satellite <u>Base</u> <u>Inflection</u>	AVG, Ph, [s], [c] NG, [s], [c] AVG, Ph, [c] Verb Perfective, Progressive not AVG Word (<u>look</u> in <u>look up</u>) Word (<u>up</u> in <u>look up</u>) Stem (M, AJ, AV, V) Plur., Pos, T, etc.
<u>STEM</u>	<u>Head</u> <u>Complement</u> <u>Equivalent</u> <u>Object</u> <u>Attributive</u> <u>Head</u> <u>Aspect</u> <u>Negator</u> <u>Preverbal</u> Nucleus Satellite <u>Base</u> <u>Inflection</u>	AVG, Ph, [s], [c] NG, [s], [c] AVG, Ph, [c] Verb Perfective, Progressive not AVG Word (<u>look</u> in <u>look up</u>) Word (<u>up</u> in <u>look up</u>) Stem (M, AJ, AV, V) Plur., Pos, T, etc.
<u>MORPHEME</u>	<u>Head</u> <u>Complement</u> <u>Equivalent</u> <u>Object</u> <u>Attributive</u> <u>Head</u> <u>Aspect</u> <u>Negator</u> <u>Preverbal</u> Nucleus Satellite <u>Base</u> <u>Inflection</u>	AVG, Ph, [s], [c] NG, [s], [c] AVG, Ph, [c] Verb Perfective, Progressive not AVG Word (<u>look</u> in <u>look up</u>) Word (<u>up</u> in <u>look up</u>) Stem (M, AJ, AV, V) Plur., Pos, T, etc.

Key: Subscript = sub-category of "part of speech"

Underlined letters = abbreviation, e.g. Adverb = AV

Square parentheses = dependent (i.e. "embedded" or

"rack-shifts") structure.

Violations of Obligatory Selection

No. Page	Text	Comment	Level	Punc- tion	Form	Sub- form
1:2						
6	steep (In his reading) couldn't refrain couldn't refrain her anger	vt.-Aj.St. Ø --- ed V1 -- Vt in - un I.Art.+ D.Art.+	vt. VC VG St NG NG	Att. H AT.Cp Aff. Det Det	Der., Mph. Basic form Ph. Pref. Ø Ø	- ed from in
9	unpolite					
19	a long, e long time The time is upside- down					
22	The door open sud- denly	Past.- at -- to	S Aj.G.	Aux. Gr.	T Ph.	ed Prep.
23	(She was so) afraid to was her daughter in such a desperate state					
24	She thought for years and years	Perf.-	VC	Asp.	Perf.	

ated as well to the Prepositional Group level, which is, of course, another level of analysis.

The system of errors separates lexical errors from grammatical ones. In fact the system (model) purports to account exclusively for those types of errors which are regarded as "violation of obligatory selection", that is, it primarily deals with grammatical errors.

As for lexical errors (presented as "wrong free choices"), they are simply listed separately with no evaluations of their grammatical implications.

Here are two examples illustrating this point of view: (1) the form couldn't seen is a grammatical error irrespective of how wide the conception of grammaticalness can be; (2) a second form she couldn't refrain her anger which actually appeared in one of the papers, was corrected with the form she couldn't refrain from expressing her anger. This correction is based on the assumption that the student actually wanted to use the verb refrain and did not know that it required the preposition from. Consequently the error was classed as a grammatical one on account of the absence of the obligatory preposition from entailing the use of an ING-form.

But the error might equally well be considered a lexical one, the verb refrain was misused for restrain which is similar to it in meaning.

The main difference between these verbs is one of transitivity; while restrain is a transitive verb, refrain is an intransitive one.

restrain - v.t. - hold back, keep under control, prevent smb. or smth from....

- (a) Restrain one's anger / one's wrath
- (b) Restrain a child from doing mischief
Refrain - v.l. - hold oneself back from
- (a) Let's hope they will refrain from hostile action
- (b) Please refrain from spitting in public places.

We can see that they share pattern (b) but not pattern (a).

While the correction of papers continued, it became necessary to revise F.B. Agard's model presented earlier, for two different reasons.

We became increasingly aware of the fact that it furnished a large amount of information about the linguistic nature of certain errors, which, if not totally irrelevant to the contrastive studies as such, had only a reduced relevance to them. We add to this theoretical consideration, the practical fact that the attempt to elicit English errors from a great variety of Romanian learners resulted in hundreds of papers to be corrected. The imperative necessity of saving time led us to consider a simpler system of error analysis. As a result we set up the following linguistic model for error analysis to be used in our activity⁹.

9 The following took part in the elaboration of this system: Tatiana Slama-Cazacu, Dumitru Chitoran, Maria Manoilu-Manea, Sanda Golopenția-Erețescu, Mioara Avram, Alex. Cornilescu, Gheorghe Doca. Its principles were discussed at a meeting of the Group mentioned above, where two systems were put forward. One - presented by T. Slama-Cazacu and Gh. Doca - that was used in the correction of errors made by foreign learners of Romanian, participants in the Summer courses of Romanian, organized by the University of Bucharest (Summer 1970), and the other was presented by D. Chitoran and A. Cornilescu. The model presented here is a synthesis of those two proposals. It was refined and the terminology was finalized afterwards, during the intercalating of the errors and even in the last stage of interpreting them (column 8 and 9 of the ABERC below).

The guiding principle simplifying the previous model has been prompted to us by the actual correction of an important number of papers proving that a morphological characterization of the error made by the learner is sufficient; considerations as to the syntactic function of the mistaken form are only secondary.

But above all, as already mentioned, the necessity for simplifying the system is related to the vast AberC which has been collected.

As far as lexical errors are concerned, we shall continue to obtain information on their nature by simply listing them, as before, while also suggesting to all error analysts to indicate selectional and subcategorization rules.

Used in Establishing the 1st Aberc

Interpretation of error (xxx)							
Single error and context	Level where error occurs x)	Comment	Syn- tactic level xx)	Filler form	Comparison with Romanian	Explanation of error	
						a	b
1	No.						
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3	Level where error occurs x)						
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x) Linguistic level where error occurs. See also list of abbreviations below (introducing the ABERC).

xi) Generally: place in the syntagmatic chain, where error occurs.

xii) See below the paper of T. Slama-Cazacu and L. Ionescu-Buxandoiu.

1	2	3	4	5	6	7	8
				Verbal Group Verbal	Aux+Verb+Adv V1 + Adj Nom		
				Vb	Vb + (particle) V1 + (Prep + Nom) Vt + Nom1 + (Prep) + Nom2		
				Aux	Tense + M + have-en + be-ing		
				Tense	Present Past		
				M	can, may, shall, will, must		
				Adv. &	Adv Prep + Nom		
				Word	Base		
				Inflection	Inflection		
					Nominal { Gender Inflection { Number Verbal { case Inflection { Person Number tense etc. } Concord features		
				Base Affix	Adj } inflection + Comparison Adv Root+(Affix) nominal Verbal		
				Transformations 1. Interrogation 2. Negation 3. Passivisation	Simple Interrogation Interrogation - Negative Tag questions		

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METHODOLOGICAL PROCEDURES FOR INTERPRETING

THE ERRORS IN CONTRASTIVE STUDIES

(The Aberrant Corpus in RECAP)

by Tatiana Slava-Cazacu and Liliana Ionescu-Ruxandoiu

1.0. In the process of foreign-language learning there exist neuralgic or sensitive points that provoke distortions in the message produced by the learner. These distortions are traditionally called "mistakes" or "errors" (Ers): here we shall use the latter term for aberrant forms in the learner's utterances in a certain foreign-language (i.e. against the standard forms in the language to be learned).

1.1. In contrastive (Cs) analysis, reference is made to Er as the result of the influence of the base language (BL), namely of an interference or negative transfer from BL. Traditionally, the stress is mostly laid on explaining Er as a biased performance in the target language (TL), due to a dominant influence of BL: the model of Er production is presumably BL → TL. Consequently, Er are considered to be indicators of weak points, where various causes and mainly dissimilarities between TL and BL or, on the contrary, similarities between them provoke distortions in the utterance. As a matter of fact, this class of errors is due to the learner's

previous linguistic storage (in BL or the stock already acquired in TL).

Ers are indicators of the individual's general capacities of learning, of the method used in teaching the TL, of the various factors that a psycholinguistic approach reveals as influencing a message production in the very moment of communication, but they also indicate the manner in which the two systems (BL and TL) meet in the process of learning the TL. The Ers reflects a neuralgic point in learning, hence it is a useful parameter in explaining (predicting) the dynamics of this process; the control of this parameter will facilitate the choice of adequate teaching procedures.

1.2. What should the methodological procedure be, in order to avoid (hence to predict) such neuralgic points?

Taking as a postulate the necessity of studying the Ers in statu nascendi (see in this volume and in References various papers of T. Slama-Cazacu), the first methodological problem is how to "find" these Ers, how to arrive at a corpus of Ers, at an aberrant corpus (Aber C). The problem of Er elicitation is a basic one in such a study.

In order to create scientific, objective conditions for the establishment of the Aber C, the Ers have to be "found" by means of an experimental procedure, that of eliciting them in controlled and similar conditions for a great number of subjects, which will also allow for a statistical processing of the data (see above T. Slama-Cazacu, Acquisition corpora ...).

2.0. The second important step in such a methodology is that of Et analysis proper.

2.1. A mere description - like "traditional" Et analysis - and even a classification of the Ets are not sufficient for the next practical steps, i.e. for predicting them and trying to avoid them in the stages of learning where they are no longer a "normal" strategy of language-acquisition. In order to predict and avoid an effect, the cause must be known. Et explanation is therefore a sine qua non condition in the methodology advocated by the first author. The psycholinguistic approach offers the adequate methodology, since psycholinguistics is itself an explanatory science.

2.2. In Cs analysis, the explanation of Ets was classically supposed to rely on the comparison between BL and TL, and most Ets were supposed to be a product of the influence of BL.

However, any Et analysis should take into consideration the various factors that can produce an Et also it should not ignore the possible influence of anything that already exists in the learner's storage, consequently the storage already acquired in TL as well, and possibly also the very peculiarities of TL.

3.0. The hypotheses advanced by the first author when proposing and initiating such an investigation were the following:

3.1. It is necessary to establish a corpus of Ets through the experimental procedure of elicitation, to classify and explain the Ets and their "importance" in

the general process of the acquisition of a certain language.

3.2. In a foreign-language learning process, Ey may occur which are produced by various causes, other than those due to the meeting of the two systems; these Ey should also be taken into consideration.

3.3. Many Eys occur that are not due to the influence of BL, but to that of the storage already acquired in TL; their number is probably very large.

3.4. There must be some Ey that are more frequent than other Ey. The latter are therefore less relevant for the process of acquisition of a certain language. Consequently, no Er analysis can be complete if the display in the corpus does not allow for a statistical processing of the data, which is to be followed by an interpretation of the Ey according to their frequency.

Such hypotheses - including 3.1., i.e. the necessity of experiments themselves - had to be checked by experimental procedures; the first author has just presented above two large projects that led to the validation of these hypotheses.

4.0. The methodology for establishing the first Aber C for the pair Romanian-English (see above, chapter 1) includes various steps.

4.1. The first steps, those of collecting acquisition facts and tabulating the Ey in the Aber C, form the object of other studies in this volume (see above, chapters 1 and 2).

4.2. Here we shall present procedures (4.2.1.) and the results (4.2.2.) of the methodological step that consisted in explaining the Err, thus helping to check

the hypotheses mentioned above; the results presented were obtained by the cooperation of the two authors.

4.2.1. The procedure for E interpretation

The interpretation of E is presented in the last two columns of the tables (8.3a and b) of the Aber C published in this volume. In column 8, R corresponding form of the utterances presented in column 2 are given. We did not proceed by translating the utterances in which E have been detected; in the case of translation tasks, we mentioned the sequence to be translated, and in the case of compositions we mentioned the correct R sequence semantically equivalent to the correct E sequence.

Column 9 has two divisions. In the first one, (a), the source of E is indicated: interference from BL (in this case: R-E), influence from the acquisition stock (E-E), combined action of both sources ($R - E^*$), or various other causes (v.o.c.; especially distraction). In the second, (b), an explanation of the E is proposed: we tried to reconstitute the way in which the E have appeared and to express this process in a concise form.

* A special mention should be made concerning this double source, which is a very important phenomenon: a special study will be written in this concern. The great majority of E s have a double source, even if we have not mentioned it in the 8 and 9 columns. The identification of this cause of E s demonstrates the process leading to an E : if the learner does not know the BL (here: E) form of a construction, the utterance is "channelled" toward a well-known sequence in BL (R).

We are convinced that, when speaking of BL(R) or TL(E) influence, a difference between the influence due to their structural peculiarities and the individual's stock (individual linguistic system - IL^S) in L or R should be made. However, in this stage of interpretation of this Corpus, we limited the explanation of EYS to a general evaluation of BL (R) or TL (E), without pointing out if we are referring to the general system of a language or to the IL^S.

We explain here a number of forms which appear with a certain frequency:

- [WORD ORDER]: the word order in E utterances reproduces R word order.
 - [INFL. R CONSTR. (or EXPR)] and [INFL. OTHER E CONSTR. (or. EXPR.)];
- by construction we mean a sequence made up of certain types of grammatical relations, and by expression - a sequence with a fixed structure and, usually, with a global meaning;

- [REG]: regularization, a phenomenon which involves the application of the most productive rules and procedures of the TL (or of the firstly learned rules) to cases in which other rules are to be applied or where some irregularities occur (see T. Slama-Cazacu, previous papers mentioned above, first chapter) (e.g. the extension of the plural marker -s to the irregular nouns: womens; the extension of the past tense marker -ed to irregular verbs; leaved, burst etc.; use of do in all kinds of interrogative sentences: what does he doing now?, etc.);
- [HYPERCOR]: a phenomenon typical of more advanced stages in the learning of TL, when the learner is familiarized with its main rules and, rejecting the idea of a 1:1 correspondence between the components of semantically

equivalent utterances from B1 and T1, modifies certain utterances in T according to some specific pattern of this language, which cannot be applied in those cases. The learner avoids those forms or constructions which seem to be incorrect because of their close similarity with forms and constructions in B1. For example, he deletes the reflexive pronoun in 2 constructions which are perfectly parallel to those occurring in R: She threw (in her mother's arms) instead of She threw herself (see R: aruncă) he uses particles for verbs which, like their R counterparts, have no particle, etc.;

- [CONF. TENSE SYST.] : usually explains those by which are due to the differences in the internal organization of the tense system in R and E, namely to the presence of aspect in E;
- [CONF. PREP. SYST.] : is a phenomenon recorded in the case of verbs, negatives and adverbs which obligatorily select a certain preposition (different from the preposition selected in R) and in the case of the so-called set-phrases;
- [IGNOR. E EXTR.] and [IGNOR. E TERM.] : explain the Es which appear in the use of some set-phrases and, respectively, less frequent words;
- [CONF. SEM.FIELD (AREA)] : refers to situations when certain words are replaced by others which belong to the same semantic field;

The mention [s.a.] ("see above"), both in column B and in column C, indicates the fact that the utterance has been previously translated and sometimes explained. This appears only when E utterances are absolutely identical; it points to the recursive character of certain Es (in the same subjects or in different subjects) and has a great importance in the hierarchization of the

frequency of E

When we did not have enough evidence for the validation of certain explicative hypotheses, the mentions "probably" or "perhaps" have been added.

In the explanation statement, we took into account the Acq C and the stage in the learning of TL. Thus we considered that the accidental absence of the marker -s in the plural of nouns in the papers of some III or IV years students is not due to ignorance, but to distraction (lack of attention); the same explanation was adopted for the presence of masculine instead of the feminine in such utterances as: her wife etc.; but a different explanation was adopted for the E_{ts} in the sequence of tenses in if-clauses or for the E_{ts} concerning the irregular verb forms.

We also took into account the instructions given to the students at the beginning of the experiments, and the images one set of compositions was based upon. We had in view, for example, the fact that students in the composition were asked to use one tense only; accordingly, the present forms recorded in compositions in which past tenses were used have been considered as E_{ts}.

When we considered that certain E_{ts} are due to the analogy with other E constructions and expressions, we mentioned parallel constructions and expressions, after a careful verification of every supposition with the dictionary.

In the process of E_{ts} explanation, as well as in the process of their description, some difficulties appeared due to the difference in the metalanguages currently used for R and E. In E grammar, for example, such terms as locutiune, perfect compus etc. are not used.

4.3. Results of the E_T interpretation

In the way it has been realized, the interpretation of the E_T led to the validation of the initial hypotheses.

(1) Necessity of the analysis of the sources of E_T in our Aber C brought forward the fact that the proportion of the E_T explained by the influence of the acquisition stock TL is very close to that of the E_T due to interferences from BL to TL. Accordingly, the 3s hypotheses can offer only a partial explanation of the E_T which appear in the learning process of a foreign language.

(2) The HSE hypothesis is also validated. The hierarchy of E_T s according to their frequency is also brought forward by the recurrence of certain formulations in the column "tentative explanation". The most frequent seem to be the E_T concerning word order, due to the differences in the nature of word order rules in R and E: in R, word order is relatively free, that is the nature of certain rules is optional, while in E it is fixed, with obligatory rules.

E_T s in the use of prepositions are also very frequent: confusions between semantically similar prepositions (at/to; behind/beyond; from/of, etc.), as well as confusions due to the differences in the selection of prepositions to be used with certain verbs, adverbs and adjectives between R and E are recorded.

A relatively high frequency of the E_T s regarding the use of the article can also be observed. Its addition or deletion follows, in most cases, the R pattern, both because of the great number of differences in article use between

R and ϵ and because of the abstract character of the category of determination.

Frequent Er also appear in the use of tenses. Some of them can be explained by the lack of the opposition Indefinite/continuous in R; others - by the fact that the restrictions in the cooccurrence of tenses are not as strict in R as they are in E.

The explanation of the Er also leads to insightful knowledge of the structural characteristics of both BL and TL, namely by uncovering the effects of these characteristics in the learning process. In that manner Er analysis appears to be not only an important component of Cs analysis, but also an important source of data for language typology.

THE 1st ABERRAINT CORPUS IN RECAP

ed. by T. Siama-Cazacu and D. Chiforean

Sl. No.	No (Tr)	Error and context	Level	Comment	S level	Filler form	INTERPRETATION
1	2	3	4	5	6	7	8 Compare with R Tent. expln.
1	1	...him tomorrow morning at eight o'clock in the lecture hall.	G	X	AdvG	Adv pl + Adv t	a b [word order]
2	2	The lecture's hall	L	reading room → lecture hall	W		[sala de lectură]
3	3	thinking about thing else	G	of → about something → anything	W Phr W	Base (V+) Prep (of) (+Nom) Indef. pron.	[reg: synth. E] [Rice: sindesit] [despre / ...] [conf. indef. pron.]
4	4	the last years	G	-in -few	Phr Set phr	Prep (in) Postdet (few)	[R-E] [R-E] [analogy: this year / R: conatiri -equiv. of few]
5	5	heard about	G	of → about	Phr	(V+) Prep (of)	[R-E] [R-E] [word order]
6	6	is addressed this letter to	G	X	Interrog	(V+) Prep (of) (+Nom)	[R-E] [R-E] [conf. prep. synt.]
7	7	thinking on something else	G	of → on	Phr		[R-E] [R-E] [conf. prep. synt.]
8	8	In the latest years	G	last → latest	Adv	Base	[R-E] [R-E] [conf. latest / latest]
9	9	the baby has been looked all over	G	-for	Set-phr	Post det (few) (V+) Prep (for) (+Nom) Adv pl + Adv t	[R-E] [R-E] [use of R căuta without prep.]
10	10	tomorrow morning in the reading hall at eight o'clock.	G	X	AdvG		[R-E] [R-E] [s.a.]
11	11	reading hall	L	room → hall	W		[R-E] [R-E] [s.a.]

1	2	3	4	5	6	7	8	9	b
MD 17	12 in the <u>last years</u> 13 <u>university</u> 14 <u>tomorrow morning at</u> <u>eight o'clock in the</u> <u>lecture room</u> 15 <u>lecture room</u>	L L G L	- few y → ary X	Net phr Aff AdvG W	Post det(few) Adjectival Adv pl + Adv _t	- s.s. <u>-university</u> - s.s.	R-E R-E R-E	[s.s.] [R. equiv.] [reg: <u>university</u>]	
NT 22	16 <u>university</u> 17 thinking <u>to something</u> else	L G	y → ary of → to	Aff Phr	Adjectival (V ₁ +) Prep(of) (+Nom)	- s.s. - s.s.	R-E R-E R-E	[s.s.] [s.s.] [R 19]	
NC 25	18 in the <u>last years</u> 19 <u>tomorrow at eight</u> <u>o'clock in the</u> <u>reading room</u> 20 thinking <u>at something</u> different	L G	- few X of → at	Set phr AdvG Phr	Post det(few); Adv pl + Adv _t (V ₁ +) Prep(of) (+Nom)	- s.s. - s.s. - s.s.	R-E R-E R-E	[s.s.] [s.s.] [R 19]	
NJ 26	21 <u>had been created</u> 22 heard <u>about</u> 23 thinking <u>to something-</u> else 24 <u>tomorrow morning at</u> <u>eight o'clock in the</u> <u>reading room</u>	G G G G	(have+en) Past tense of → about of → to X	Aux (have+en) Phr Phr AdvG	tense(pres) (have+en) (V ₁ +) Prep(of) (+Nom) (V ₁ +) Prep(of) (+Nom) Adv pl + Adv _t	-you <u>-creat</u> - s.s. - s.s. - s.s.	R-E R-E R-E R-E	[conf. due to equiv. E past/ R comp past and feeling of pres. value for have been cre- ated]	

1	2	3	4	5	6	7	8	9
OM 27	25	in the whole park	L	throughout → in	Phr	Prep(throughout) out)	— prin tot per- v 1	E-F [conf. prep. syst.]
	26	<u>tomorrow morning at eight o'clock in the reading room</u>	G	X	AdvG	Adv pl + Adv t	— e.s.a.	R-E [s.a.]
FM 28	27	<u>Who is addressed this letter to</u>	G	X	Interrog		Qui si este edre- Balt BORIBORER?	R-E [word order]
	28	<u>lately, new centers were created</u>	G	{-(have+en) +Past Tense	Aux	Tense(pres)-au foot create in (have+en) ultimate and		E in perhaps hyper- cor.]
	29	<u>thinking at something else</u>	G	of → at	Phr	(V ₁ +) Prep(of) (+Nom)	— s.a.	R-E [s.a.]
	30	<u>him tomorrow morning at eight in the read- ing room</u>	G	X	AdvG	Adv pl + Adv t	— s.e.	R-E [s.e.]
RA 32	31	<u>in the last years</u>	L	- few	Set phr. Post det(few)	— s.a.		R-E [s.a.]
	32	<u>appeared</u>	{G (have+en) + Past Tense L created appeared	Aux	Tense(pres) (have+en)	— au foot create		R-E [accf. V. syst. avoid]
	33	<u>tomorrow morning at eight o'clock in the reading room</u>	G	X	AdvG	Adv pl + Adv t	— e.s.a.	R-E [s.a.]
	34	<u>thinking at something else</u>	G	of → at	Phr	(V ₁ +) Prep(of) (+Nom)	— s.e.	R-E [s.a.]
TL 37	35	<u>in the last years</u>	L	- few	Set phr. Post det(few)	— s.a.		R-E [s.a.]
	36	<u>tomorrow morning at eight o'clock in the reading room</u>	G	X	AdvG	Adv pl + Adv t	— s.e.	R-E [s.a.]

1	2	3	4	5	6	7	8	a	9	b
VS 38	37	<u>In last years</u>	G	- the	NG	Det(the)	- s.a.	R-E	[reg:ln most years] [s.a.]	
	38	<u>tomorrow morning at eight o'clock in the reading room</u>	G	- few	Set phr AdvG	Post det(few) Advpl+Adv _t	- s.a.	R-E	[s.a.]	
	39	<u>university</u>	L	-y →-ary	Aff	Adjectival	- s.a.	R-E R-E	[s.a.] [s.a.]	
NA 23	40	<u>In the last years</u>	L	- few	Set phr	Post det(few)	- s.a.	R-E	[s.a.]	
	41	<u>were created</u>	G	-(have+en) +Past Tense	Aux	Tense(Pres) (have+en)	-s-a- creat	R-E	[conf.due to equiv.E past/ R comp.past; were=au fust]	
	42	<u>him tomorrow morning in the reading hall</u>	G	X	AdvG	Advpl+Adv _t	- s.a.	R-E	[s.a.]	
	43	<u>reading hall</u>	L	room→hall	W		- s.a.	R-E	[s.a.]	
	44	<u>thinking at something</u>	G	of →at	Phr	(V ₁ +Prep(of) (+Nom)	- s.a.	R-E	[s.a.]	
	45	<u>university</u>	L	-y →-ary	Aff	Adjectival	- s.a.	R-E R-E	[s.a.] [s.a.]	
NL 24	46	<u>In the last years</u>	L	-few	Set phr	Post det(few)	- s.a.	R-E	[s.a.]	
	47	<u>university</u>	L	-y →-ary	Aff	Adjectival	- s.a.	R-E R-E	[s.a.] [s.a.]	
	48	<u>"Let us open the window"</u> "yes, let us open it"	G	shall we → let us	N	shall	-Sä descliden [verasf-a ?-De, f-c descliden]	R-E	[analog answering form]	
PL 29	49	<u>during the last years</u>	L	- few	Set phr	Post det(few)	-s-a.	R-E	[s.a.]	
	50	<u>had been created</u>	G	-(have+en) +Past Tense	Aux	Tense(Pres) (have+en)	- s.a.	R-E	[s.a.]	
	51	<u>We are waiting for you for about an hour</u>	G	-(have+en)	Aux	(have+en)	-Te astepidm de aproupe un cew	R-E	[diff.use of pres.tense in R.]	

[illegible]

1	2	3	4	5	6	7	8	9
Sm 36	67 68	in the <u>last years</u> universalitarian	L L	- few - y -arian	Set phr Aff	Post det(few) Adjectival	- s.a. - s.a.	R-E [s.a.] R-E [universalitarian] R-E [reformation- plan]
	69	<u>tomorrow morning at</u> <u>eight o'clock in the</u> <u>reading hall</u>	G	X	Adv G	Adv pl+Adv t	- s.a.	R-E [s.a.]
	70	reading hall	L	room+ball	W		- s.a.	R-E [s.a.]
ZR 39	71	<u>the last years</u>	G	- in - few	Phr Set phr	Prep (in) Post det(few)	- s.a.	R-E [s.a.] R-E [s.a.] R-E [s.a.]
	72	<u>were created</u>	G	-(have+en) +Past Tense	Aux	Tense(pres) (have+en)	- s.a.	R-E [reg:infl.E interrog. constr:did you hear?]
	73	<u>did you ever hear</u> <u>about?</u>	G	-(have+en) +Past Tense	Aux	Tense(pres) (have+en)	- s.a.	
	74	<u>we are waiting for an</u> <u>hour</u>	G	-(have+en)	Aux	(have+en)	- s.a.	E-E [reg:we are waiting for you]
	75	<u>can we open the win-</u> <u>dow?</u>	G	shall+can	M	shall	- s.a.	E-E [conf.syst.W]
	76	<u>Give me it</u>	G	X - to	VG Phr	V t+DO+to+IO (V t+Nom ₁)+ Prep(to) (+Nom ₂)	- dk-m1-9	R-E [word order] R-E [infl.synth. constr.infl.]
	77	<u>whom is addressed this</u> <u>letter to?</u>	G G	+ m X	Interrog	Inflx.	- s.a.	R-E [s.a.] R-E [s.a.] R-E [s.a.]

1	2	3	4	5	6	7	8	9
								^a b
AA 40	78 79 80	<u>These last years</u> heard about him to <u>morrow morning</u> <u>at eight o'clock</u> in the reading room	L G G	- few of ~~about~~ X	Set phr Phr AdvG	Postdet(few) (V+) Prep(of) Adv pl + Adv t	- s.s. - s.s. - s.s.	R-E R-E R-E [s.a.] [s.a.] [s.a.]
	81	thinking at something else	G	of ~~at~~	Phr	(V+) Prep(of)	- s.s.	R-E [s.a.]
BL 43	82 83	in the <u>last years</u> heard about	L {G G	- few heard ~~about~~ of ~~about~~ X	Set phr W Phr V	Postdet(few) V _{pl} lex. Past Tense (V+) Prep(of) V _t +DO+for+IO	- s.s. - s.s.	R-E R-E R-E [s.a.] [s.a.] [s.a.] [reg:asked etc]
	84 85	buy for me that <u>flower</u> tomorrow in the morning at eight o' clock in the reading room	G {G G G	+ in + the X	Phr MG AdvG	Prep(in) Det Adv pl + Adv t	- s.s. - s.s.	R-E R-E R-E [word order] [analogy: in the evening] [idem] [s.a.]
DL 48	86	during the <u>latest</u> <u>years</u>	G	last+latest	Adj	Base	- s.s.	R-E R-E R-E [s.a.] [s.a.] [s.a.]
	87	Thinking of <u>anything</u> else	L G	- few something anything	Set phr MG	Postdet(few) Indef.pron.	- s.s.	R-E R-E R-E [s.a.] [s.a.] [s.a.]
DM 51	88 89	May we open/.../? Tomorrow in the morning in the reading-hall at 8 o'clock	G {G G G	shall+may +in + the X	M MG MG AdvG	shall Prep. Det Adv pl + Adv t	- s.s. - s.s.	R-E R-E R-E [conf. syst. v] [s.a.] [s.a.] [s.a.]
	90	reading-hall	L	room+ball	W		- s.s.	R-E [s.a.]

1	2	3	4	5	6	7	8	9
								a b
	114	was looked about through the whole park	G	for → about	Phr	(V+) Prep (for)	— a fost câutăt prin tot parcul	B-E /conf. prep. syst. conf. in constr. or loc/
	115	May you see him at 8 tomorrow morning in the lectures hall.	G { G	one-way I	N AdvG	can Adv p ₁ + Adv ₂	— s. s.	B-E /conf. syst. N/ /s. s. /
	116	lectures hall	G { L	+ s reading room → lecture hall	V Phr	Inflect-s Dom	— s. s.	B-E /conf. with synt. s. and probably dis- cretely / B-E /s. s. / de loc.
BS 42	117	university	L	Y → ary	Aff	Adjectival	— s. s.	B-E /s. s. / B-E /s. s. /
	118	Give me it	G { G	I - to	VG Phr	V ₂ + DO + to + IO (V ₂ + Mem ₂ +) Prep (to) + Nom ₂)	— s. s.	B-E /s. s. / B-E /s. s. /
	119	in the whole park	L	throughout → in	Phr	Prep (through- out)	— s. s.	B-E /s. s. /
CV 45	120	university	L	Y → ary	Aff	Adjectival	— s. s.	B-E /s. s. / B-E /s. s. /
	121	latest years	G { L	last → la- test - few	Adj Set phr	Base Post det encl (few)	— s. s. — s. s. — s. s.	B-E /s. s. / B-E /s. s. / B-E /s. s. /
	122	Can we open the win- dow	G { G	shall → can	N			B-E /s. s. /

1	2	3	4	5	6	7	8	9
	123	tomorrow morning in the lecture room	G	X	AdvG	Adv pl + Adv t	— s.a.	R-E [r.a.]
	124	lecture room	L	reading lecture	V	— s.a.	— s.a.	R-E [s.a.]
	125	thinking to something else	G	of → to	Phr	(V ₁ +) Prep(of) (+Nom)	— s.a.	R-E [s.a.]
CC 46	126	the last years	L G	- few - in	Set phr Phr	Post det(few) Prep (in)	— s.a. — s.a.	{R-E [s.a.] E-E [s.a.]
	127	"Shall we open...?" "Yes, we can"	G	let's do it → we can	T let		— s.a.	E-E [conf. syst. M]
	128	Buy that flower to me	G	for → to	Phr	(V ₁ +Nom ₁ +) Prep(for) (+Nom ₂)	— s.a.	R-E [infl. R.d.]
	129	tomorrow in the morn- ing at eight o'clock in the reading room	G G G	+ in + the X	Phr NG AdvG	Prep(in) Det Adv pl + Adv t	— s.a.	{E-E [s.a.] E-E [s.a.] R-E [s.a.]
GO 52	130	in the latest years	G L	last → latest - few	Adj Set phr	Base Post det (few)	— s.a.	{E-E [s.a.] R-E [s.a.]
	131	university	L	Y-arian	Aff	Adjectival	— s.a.	{R-E [s.a.] E-E [s.a.]
	132	"shall we open...?" "Yes, we shall."	G	let's do it → we shall	T let		— s.a.	E-E [s.a.]
	133	tomorrow morning... in the reading hall	G	X	AdvG	Adv pl + Adv t	— s.a.	R-E [s.a.]

1	2	3	4	5	6	7	8	a	9	b
	134	reading <u>hall</u>	L	room- ~~shall~~	W		- s.a.	R-E	[s.a.]	
	135	thinking of <u>some</u> else	G	something else- ~~some~~	W	Base	- s.a.			
CM 73	136	university	L	y- ~~ary~~	Aff	Adjectival	- s.a.	R-E	[s.a.]	
	137	these <u>latter</u> years	L G	- few last-latter	Set phr Adj	Post det (few) Base	- s.a.	R-E R-E	[s.a.] [s.a.]	
	138	<u>since</u> about an hour	G	for -since	Phr	Prep(for)	-de approximately o ore	R-E	[conf.comp. syst.]	
	139	have you ever <u>heard</u>	G	d- ~~ed~~	Inflex	V inflex	- al approximately -De, hal	R-E	[reg. asked.]	
	140	Yes, we <u>shall</u> .	G	let's do it -we shall	T let			R-E	[s.a.]	
	141	was looked <u>on</u>	L	for -on	Phr	(V _i +)Prep (for)	- s.a.	R-E	[conf.prep. syst; conf.in constr.of look]	
CM 75	142	In the <u>latest</u> years	G L	last- latest - few	W Set phr	Base Post det (few)	- s.a.	R-E R-E	[s.a.] [s.a.]	
	143	<u>were</u> founded	G	-(have+en) +Past Tense	Aux	Tense(pres) (have+en)	- s.a.	R-E	[conf.V syst; perhaps hyper- cor.]	
	144	tomorrow morning at <u>8</u> in the reading room	G	I	AdvG	Adv +Adv pl t	- s.a.	R-E	[s.a.]	
DD 77	145	In the <u>last</u> years	L	- few	Set phr	Post det (few)	- s.a.	R-E	[s.a.]	
	146	<u>were</u> created	G	-(have+en) + Past tense	Aux	Tense(pres) (have+en)	- s.a.	R-E	[s.a.]	

1	2	3	4	5	6	7	8	9	a	b
	147	tomorrow morning at eight o'clock in the reading room	G	X	Adv G	Adv pl + Adv _t	- s.a.	R-E	/s.a./	
FD 79	148	On the last few years	G	in → on	Phr	Prep(in)	- s.a.	E-E	/conf. prep. syst./	
	149	universality	L	y → ary	Aff	Adjectival	- s.a.	R-E	/s.a./	
	150	We are waiting for you	G	-(have+en)	Aux	(have+en)	- s.a.	E-E	/s.a./	
GI 80	151	For the last years	{G L}	in → for - few	Phr Set phr	Prep(in) Post det (few)	- s.a.	{E-E R-R}	/conf. prep. syst./ /s.a./	
	152	"Shall we open the window?" "Yes, we shall	G	let's do it → we shall	T let		- s.a.	E-E	/s.a./	
	153	To whom is the letter addressed?	{G G}	X this → the	T _{figer} NG	Det (this)	- s.a.	R-E	/s.a./	
	154	Let's meet with him	G	+ with	V	V _t +DO	- s.a. te in- tinegtl on el	R-E	/R gy/	
	155	at the reading room	G	in → at	Phr	Prep(in)	- s.a.	R-E	/R la biblio- -room/	
HC 83	156	universality towns	L	y → ary	Aff	Adjectival	- s.a.	{R-E R-E}	/s.a./ /s.a./	
	157	waiting you	G	- for	VG	(V _t +) Prep (for) (+Nom) Prep(through- out)	- te asteptem /.../	R-E	/R const. without prep./	
	158	in the whole park	L	throughout → in the whole	Phr		- s.a.	R-E	/s.a./	
	159	at him when thinking	G	while → when	Phr	Conj(while)	- /L-em privit/ gndindu-m	R-E	/conf. syst. temp. conj./	

1	2	3	4	5	6	7	8	a	9	b
IM 84	160 161 162 163	in the <u>last years</u> <u>have been created</u> <u>university centers</u> university we <u>are</u> waiting	L G L G	- few I y → ary -(have+en)	Set phr Cl Aff Aux	Post det (few) Nom+ Vc Adjectival (have+en)	- s.a. <u>s-au creat(...)</u> <u>centre universel-</u> <u>taire</u> - s.a. -(te) apteþm	R-E R-E R-E R-E	[s.a.] [s.a.] [s.a.] [s.a.]	
OG 72	164 165 166 167	in the <u>last years</u> university tomorrow morning at 8 o'clock in the <u>reading class</u> reading class	L L G L	- few y → ary I room+class	Set phr Aff AdvG V	Post det (few) Adjectival Adv pl +Adv t	- s.a. - s.a. - s.a. - s.a.	R-E R-E R-E R-E	[s.a.] [s.a.] [s.a.] [s.a.]	
GA 82	168 169 170 171	university in the <u>last years</u> <u>asked they</u> "Shall we open the window?" Yes, we shall"	L L G L	y → ary - few I we → they let's do it we shall	Aff Set phr Set phr I let	Adjectival Postdet(few) Nom + V -	- s.a. - s.a. - amtrebat-o - s.a.	R-E R-E R-E R-E	[s.a.] [s.a.] [s.a.] [s.a.]	

1	2	3	4	5	6	7	8	9	10
IM 85	172 173	university in the latest years	L { L L }	f-ary last-atest - few	Aff Adj Set phr	Adjectival Base Postdet(few)	- s.a. - s.a.	<R-E E-E R-E R-E	[s.a.] [s.a.] [s.a.] [s.a.]
II 86	174 175 176	in the latter years university had been looked for	L { L G L }	- few last- latter f-ary +(have+en)	Set phr Adj Aff Aux	Postdet(few) Base Adjectival Tense(pres) (have+en)	- s.a. - s.a. - a foot cūtat	R-E <R-E R-E R-E	[s.a.] [s.a.] [s.a.] [s.a.]
LG 88	177	in the last years	L	- few	Set phr	Post det (few)	- s.a.	R-E	[s.a.]
MG 89	178 179	during last years-- let us open	G { L G }	- the - few - it	MG Set phr VG	Det (the) Postdet(few) V _t +Nom	- s.a. - s.a.	R-E <R-E R-E	[s.a.] [s.a.] [s.a.]
MO 90	180 181 182	in the last years Yes, we shall. Five me	L G G	- few let's do it we shall - it to	Set phr T let VG	Post det (few) (V _t)+Nom ₁ + Prep(to) (+Nom ₂)	- s.a. - s.a. (gl)ds-mi-o	R-E E-E	[s.a.] [s.a.]

1	2	3	4	5	6	7	8	9
	183	another thing	L	something else → another thing	Set phr	Indef. pron (something)	- <u>alcvea</u>	R-E [infl. Relt- ceva -ait lucru]
MC 91	184	In the last years	L	- few	Set phr	Post det(few)	- s.a.	R-E [s.a.]
	185	About an hour	G	- for	Phr	Prep(for)	- s.a.	R-E [s.a.]
	186	we shall	G	let's do it → we shall let			- s.a.	R-E [s.a.]
	187	Give it me	G	- to	VG	(V _t +Nom ₁ +) Prep(to) (+Nom ₂)	- s.a.	R-E [s.a.]
	188	was <u>looked</u> in the whole park	G	-for	V	(V ₁ +Prep (for)(+Nom)	- s.a.	R-E [s.a.]
	189	meet him at 8 o'clock in the reading room tomorrow	G	X	adv G	adv pl+adv _t	- s.a.	R-E [s.a.]
	190	of <u>another</u> thing	L	something else → another thing	Set phr	Indef. pron. (something)	- s.a.	R-E [s.a.]
MP 92	191	Do you <u>hear</u> about <u>being</u>	G	-(have+en)	Aux	(have+en)	-At suslt vredatx def. J	v.o.o. [probably distraction or avoid]
	192	Yes, let's <u>do</u> .	G	- it	Phr VG	(V ₁ +Prep(of) V _t +Nom	- s.a.	R-E [Ri(Da.) ²⁸ deschidem]
	193	May you meet him tomorrow morning at 8 in the reading room?	G {G (G	- can + may X	N Adv G	Can Adv pl+adv _t	- s.a.	R-E [conf. syst. N] [R-E [s.a.]

1	2	3	4	5	6	7	8	9
								a b
CL 71	194	<u>the latest years</u>	{ G - in G last L latest L - few		Phr Adj Set phr	Prep(in) Base Post det (few)	- s.a.	{ E-B /s.a./ B-B /s.a./ R-B /s.a./
	195	the latest years a lot of flats were built	G	{ -(have+en) +Past Tense	Aux	Tense(pres) (have+en)	- s.a.	E-B /s.a./
	196	to whom does it refer is addressed?	G	+does	T _{interrog}	Aux	- s.a.	E-B /hypercorrection the syst. interrog. rules/
	197	they were looking for <u>the child</u>	G	-(be+en)	TCase	Det(this)	- s.a.	v.o.d. /probably fallow to use pass. contr./
	198	tomorrow morning at 8 o'clock in the reading class.	G	X	AdvG	Advpl+Adv _t	- s.a.	R-B /s.a./
	199	reading class	L	room+class	V		- s.a.	{ E-B /s.a./ E-B /s.a./
DO 76	200	during the <u>last years</u>	L	- few	Set phr	Post det (few)	- r.a.	R-B /s.a./
	201	thinking to something else	G	of → to	Phr	(V ₁ +Prep(oi) (+Hom)	- s.a.	R-B /s.a./
DN 78	202	university	L	→ary	Aff	Adjectivpl	- s.a.	{ E-B /s.a./ E-B /s.a./
	203	<u>Key</u> I open /.../?	G	shell+may	M	shall	- s.a.	E-B /s.a./
	204	<u>at</u> the reading room	G	in → at	Phr	Prep(in)	- s.a.	R-B /s.a./

1	2	3	4	5	6	7	8	a	9	b
KG 87	205	during <u>last years</u>	{ G L	- the - few	NG Set phr	Det(the) Post det (few)	- s.s.	E-E	[s.s.ʌ]	
	206	<u>universitarian</u>	L	ʏ → arlan	Aff	Adjectival	- s.s.	R-E	[s.s.ʌ]	
	207	Yes, we <u>shall</u>	G	let's do it & let → we shall			- s.s.	R-E	[s.s.ʌ]	
MS 93	208	during the <u>last years</u>	L	-few	Set phr	Post det (few)	- s.s.	R-E	[s.c.ʌ]	
	209	<u>universitary</u>	L	ʏ → ary	Aff	Adjectival	- s.s.	R-E	[s.s.ʌ]	
	210	<u>were</u> created	G	-(have+en) +Past Tense	Aux	Tense(pres) (have+en)	- s.s.	R-E	[s.s.ʌ]	
	211	heard <u>about</u>	G	of → about	phr	(V ₁ +) Prep(of)	- s.s.	R-E	[s.s.ʌ]	
	212	shall we open the f... "Yes, we shall"	G	let's do it → we shall	T let		- s.s.	R-E	[s.s.ʌ]	
BS 70	213	<u>universitary</u>	L	ʏ → ary	Aff	Adjectival	- s.s.	R-E	[s.s.ʌ]	
	214	in the <u>last years</u>	L	- few	Set phr	Post det (few)	- s.s.	R-E	[s.s.ʌ]	
	215	heard <u>about</u>	G	of → about	Phr	(V ₁ +) Prep (of)	- s.s.	R-E	[s.s.ʌ]	
	216	at eight o'clock to- morrow morning in the <u>reading hall</u>	G	X	AdvG	Advpl + Advt	- s.s.	R-E	[s.s.ʌ]	
	217	<u>reading hall</u>	L	room → hall	W		- s.s.	R-E	[s.s.ʌ]	
	218	thinking <u>at</u>	G	of → at	Phr	(V ₁ +) Prep(of) (+Nom)	- s.s.	R-E	[s.s.ʌ]	

1	2	3	4	5	6	7	8	9	b
CA 74	219	In our country had <u>been</u> created <u>new</u> /.../centers	{G [G	+Past Tense I	Aux CI	tense(pres) Nom+VG	— s.a.	{R-E [R-E	[s.a.] [s.a.]
	220	new <u>universities</u> centers	G	+Pl(s)	Adj	Modifier (Nom)	— s.a.	R-E	[R.agreement N+Adj]
	221	heard <u>about</u>	G	of→ about	Phr	(V ₁)+Prep(of)	— s.a.	R-E	[s.a.]
	222	<u>May</u> we open the window?	G	shall→may	M	shall	— s.a.	E-E	[s.a.]
	223	The child had <u>been</u> looked for	G	+(have+en)	Aux	Tense(pres) (have+en)	— s.a.	R-E	[s.a.]
	224	<u>tomorrow morning</u> at 8 o'clock in the library	G	I	Adv G	Adv pl+adv _f	— s.a.	R-E	[s.a.]
	225	library	L	reading room → library	W		— s.a.	R-E	[R bibliography]
	226	thinking <u>at</u> /.../	G	of→ at	Phr	(V ₁)Prep(of) (+Nom)	— s.a.	R-E	[s.a.]
AC 110	227	<u>In the last years</u>	L	- few	Set phr	Post det (few)	— s.a.	R-E	[s.a.]
	228	<u>were</u> built	G	{-(have+en) [+Past Tense]	Aux	Tense(pres) (have+en)	— s.a.	R-E	[conf. due to equiv. past/ R comp. past: very-au lost]
	229	hear <u>about</u>	G	of→ about	Phr	(V ₁)+Prep(of)	— s.a.	R-E	[s.a.]
	230	<u>was</u> she asked	G	I	CI	Nom+VG	— am Intrebat-o	R-E	[R: lost as Intrebat]
	231	we are waiting for you <u>since</u> almost an hour	{G [G	-(have+en) for- since	Aux Phr	(have+en) Prep(for)	— s.a.	{E-E [R-E	[s.a.] [s.a.]

1	2	3	4	5	6	7	8	a	9	b
	232	May we open the window?	G	shall → may	M	shall	— S.A.	E-E	[s.a.]	
	233	in all the park	L	all over → in all	Phr			R-E	[s.a.]	
	234	to-morrow morning at eight o'clock in the reading room.	G	X	AdvG	Adv pl + Adv _t	— S.A.	R-E	[s.a.]	
CC 113	235	in the last years	L	- few	Set phr	Post det (few)	— S.A.	R-E	[s.a.]	
	236	university	L	y → ary	Aff	Adjectival	— S.A.	R-E	[s.a.]	
DP 114	237	last years	{G, L}	- in - few	Phr Set phr	Prep (in) Post det (few)	— S.A. — S.A.	{R-E, R-E}	[s.a.] [s.a.]	
	238	heard about	G	of → about	Phr	(V ₁ +) Prep (of)	— S.A.	R-E	[s.a.]	
	239	we were waiting for you	G	-(have+en) + Past Tense	Aux	Tense (Pres)	— S.A.	R-E	[conf. in tense system]	
	240	Shall we open the window?	G	let's do it → we shall	T let		— S.A.	R-E	[s.a.]	
	241	The kid was looked for the whole garden	G	- throughout	Phr	Prep (throughout)	— S.A.	R-E	[second prep. felt redundant]	
	242	tomorrow morning at eight o'clock in the reading room	G	X	AdvG	Adv pl + Adv _t	— S.A.	R-E	[s.a.]	
	243	while I thought at something else	{G, G}	-(be+ing) of → at	Aux Phr	(be+ing) (V ₁ +) Prep (of) + Nom	— S.A.	{R-E, R-E}	[infl. other R equiv. constr. de cind m. kindeem]	

1	2	3	4	5	6	7	8	9
								a b
IM 116	244	in the <u>last years</u>	L	- few	Set phr	Post det (few)	- s.a.	R-E [s.a.]
	245	<u>university</u>	L	y → ary	Aff	Adjectival	- s.a.	R-E [s.a.] R-E [s.a.]
	246	<u>buy and give</u> [...]	G	- it to me	VG	(V ₁ +)Nom ₁ + Prep(to) (+Nom ₂)	- s.a.	R-E [s.a.] [infl. other imper.constr. without DO and IO]
	247	<u>tomorrow morning at</u> <u>8 in the reading</u> <u>room</u>	G	X	Adv G	Adv pl + Adv ₁	- s.a.	R-E [s.a.]
PS 120	248	in the <u>last years</u>	L	- few	Set phr	Post det (few)	- s.a.	R-E [s.a.]
	249	<u>university</u>	L	y → ary	Aff	Adjectival	- s.a.	R-E [s.a.] R-E [s.a.]
	250	<u>have you ever hear</u>	G	heard → hear	Inflex.	V(past part)	- s.a.	R-E [s.a.] [infl. inter- rog.constr. with do]
	251	<u>we are waiting for</u> <u>you for about</u> [...]	G	-(have+en)	Aux	(have+en)	- s.a.	R-E [s.a.]
	252	"Shall we open [...]" "Yes, we shall"	G	let's do it → we shall	let		- s.a.	R-E [infl. of other answers to interrog.]
PS 120	253	<u>tomorrow morning</u> <u>at 8 o'clock in the</u> <u>reading room</u>	G	X	Adv G	Adv pl + Adv ₁	- s.a.	R-E [s.a.]
	254	<u>thinking at something</u> <u>else</u>	G	of → at	Phr	(V ₁ +)Prep(of) (+Nom)	- s.a.	R-E [s.a.]
	255	during the <u>last years</u>	L	- few	Set phr	Post det (few)	- s.a.	R-E [s.a.]

1	2	3	4	5	6	7	8	a	9	b
	256	universit <u>ary</u>	L	y → ary	Aff	adjectival	— s.a.	R-E [s.a.]		
	257	"Shall we open the window?"	G	let's do it → we shall	I let		— s.a.	R-E [s.a.]		
	258	"Yes, we <u>shall</u> "	G	this → the	HC	Det(this)	— s.a.	V.O.C. [s.a.]		
	259	To whom is the letter	G	- ed	V(past part)		— s.a.	V.O.C. [s.a.]		
	260	<u>his address</u>	C	X	AdvC	Adv pl + Adv _t	— s.a.	R-E [s.a.]		
		him tomorrow morning at eight o'clock in the library								
	261	thinking at something else	G	of → at	Phr	(V ₁) + Prep (of)			[s.a.]	
PA 121	262	universit <u>ary</u>	L	y → ary	Aff	Adjectival	— s.a.	R-E [s.a.]		
	263	in the latest years	G	last → latest - few	Adj Set phr	Base Post det (few)	— s.a.	R-E [s.a.]		
	264	"Shall we open(...)?"	G	let's do it → we shall	T let		— s.a.	R-E [s.a.]		
	265	whom is addressed this letter ...?	G	- to	V	V _t + Hom ₁ + to + Hom 2	— s.a.	R-E [s.a.]		
			G	X	T _{inter-} rog			R-E [s.a.]		

1	2	3	4	5	6	7	8	a	9	b
	266	tomorrow morning at 8 in the reading room	G	X	AdvG	Advpl+Advt	— s.a.	R-E	[s.a.]	
PD 122	267	during the last years	G	- few	Set phr	Post det (few)	— s.a.	R-E	[s.a.]	
	268	university	L	y → ary	Adj	Adjectival	— s.a.	{R-E E-E}	[s.a.] [s.a.]	
	269	"Shall we open the..?" "Yes, we shall"	G	let's do it → we shall	Phr	Prep(at)	— s.f.	E-E	[s.a.]	
	270	tomorrow morning eight o'clock in the reading room.	G	- at	Phr		— s.a.	V.o.c.	[probably dis- traction or telegraphic style]	
	271	buy and give it to me	G	- it	AdvG	Advpl+Advt	— s.a.	R-E	[s.a.]	
	272	thinking at something else	G	of → at	VG	Vt + DO(+to+ IO)	— s.a.	E-E	[s.a.]	
RR 125	273	were created	G	-(have+en) +Past tense	Phr	(V1+)+Prep(of) (+Nom)	— s.a.	R-E	[s.a.]	
	274	in the last years	L	- few	Aux	Tense(pres) (have+en)	— s.a.	R-E	[s.a.]	
	275	tomorrow morning at eight o'clock in the reading room	G	X	Set phr	Post det(few)	— s.a.	R-E	[s.a.]	
					Adv G	Advpl+Advt	— s.a.	R-E	[s.a.]	
TM 128	276	in the last years	L	- few	Set phr	Post det(few)	— s.a.	R-E	[s.a.]	
	277	were created	G	-(have+en) +Past tense	Aux	Tense(pres) (have+en)	— s.a.	R-E	[s.a.]	

1	2	3	4	5	6	7	8	9	b
	278 279 280	did you ever hear of <u>...</u> tomorrow morning at <u>eight o'clock</u> in the <u>reading hall</u> reading hall	G G L	(- (have+en) +Fast Tense X room→hall	Aux Adv G W	Tense (pres.) (have+en) Adv pl+Adv t	— s.a. — s.a. — s.a.	E-E R-E R-E	[conf. tense syst.] [s.a.] [s.a.]
UL 129	281 282 283	during the <u>last years</u> heard <u>about</u> tomorrow morning at 8 <u>in the reading room</u>	L G G	- few of → about X	Set Phr Phr Adv G	Post det (few) (V ₁ +) Prep (of) Adv pl+Adv t	— s.a. — s.a. — s.a.	R-E R-E R-E	[s.a.] [s.a.] [s.a.]
GM 111	284 285 286 287	in the <u>last years</u> "May I open the win- dow" "Yes, let's", tomorrow morning at <u>eight o'clock</u> in the <u>reading room</u>	L G G G	- few shall → may - do it X	Set Phr M VG Adv G	Post det (few) shall V _t +DO Adv pl+Adv t	— s.a. — s.a. — s.a. — s.a.	R-E R-E R-E R-E	[s.a.] [s.a.] [optional: Do, hall] [s.a.]
IM 115	288 289 290	in the <u>last years</u> universitary tomorrow morning at <u>eight o'clock</u> at the <u>library</u>	L L G	- few y → ary X in → at	Set Phr Aff Adv G Phr	Post det (few) Adjectival Adv pl+Adv t Prep (in)	— s.a. — s.a. — s.a.	R-E R-E R-E R-E	[s.a.] [s.a.] [s.a.] [s.a.]

1	2	3	4	5	6	7	8	9
NS 117	291 292	<u>in the last years</u> <u>tomorrow morning at</u> <u>8 in the reading room</u>	L G	- few X	Set Phr AdvG	Post det (few) Adv _{p1} +Adv _t	- s.a. - s.a.	a [s.a.] b [s.a.]
CA 107	293 294 295 296	<u>in the last years</u> <u>universitary</u> <u>heard about</u> "Shall we open the window" "Yes, we shall"	L L G	- few y → ary of → about	Set Phr Aff Phr	Post det(few) Adjectival (V ₁)+Prep(of)	- s.a. - s.a. - s.a.	R-E [s.a.] R-E [s.a.] R-E [s.a.]
CT 112	297 298 299	during the <u>last years</u> <u>heard about</u> we <u>have waited</u> for you thinking of <u>anything</u> else	L G G	- few of → about -(be+ing) something- anything	Set Phr Phr Aux W	Post det(few) (V ₁)+Prep(of) (be+ing) Indef pron.	- s.a. - s.a. - s.a. - s.a.	R-E [s.a.] R-E [s.a.] R-E [s.a.] E-E [s.a.]
OD 118	301 302 303 304 305	<u>universitery</u> <u>the last years</u> <u>heard about</u> <u>tomorrow at 8 o'clock</u> <u>in the morning</u> <u>thinking at some-</u> <u>thing else</u>	L G L G G	y → ary - in - few of → about X of → at	Aff Phr Set Phr Phr Phr	Adjectival Prep(in) Post det(few) (V ₁)+Prep(of) (V ₁)+Prep(of) (+Nom)	- s.a. - s.a. - s.a. - s.a. - s.a.	R-E [s.a.] R-E [s.a.] R-E [s.a.] R-E [s.a.] R-E [s.a.]

/look of cont.
exp. in Rj

1	2	3	4	5	6	7	8	9
								a b
Fm 123	306	during the <u>last years</u>	L	- few	Set phr	Post det(few)	-s.a.	R-E [s.a.]
	307	heard <u>about</u>	G	of→about	Phr	(V ₁ +)Prep(of)	-s.a.	R-E [s.a.]
	308	thinking about some- thing else	G	of → about	Phr	(V ₁ +)Prep(of) (+Nom)	-s.a.	R-E [s.a.]
	309	The child was <u>searched</u>	G	- for	V	(V ₁ +)Prep(for) (+Nom)	- s.a.	R-E [use of R câu, without prep.]
RO 124	310	during the <u>last years</u>	L	- few	Set phr	Post det (few)	-s.a.	R-E [s.a.]
	311	heard <u>about</u>	G	of→about	Phr	(V ₁ +)Prep(of)	-s.a.	R-E [s.a.]
	312	"Should we open the window?" "Yes, we <u>should</u> ."	{G G}	shall→ should let's do it → we should	M -I let	shall	-s.a.	{R-E R-E [s.a.] [s.a.]
	313	<u>tomorrow</u> early in the morning at 8 o'clock in the feeding room.	G	X	Adv G	Adv pl+Adv _t	-s.a.	R-E [s.a.]
SS 127	314	<u>university</u>	L	y → ary	Aff.	Adjectival	-s.a.	{R-E R-E [s.a.] [s.a.]
	315	<u>the last years</u>	{G L}	- in - few	Phr Set phr	Prep.(in) Post det (few)	-s.a. -s.a.	R-E R-E [s.a.] [s.a.]
	316	heard <u>about</u>	G	of → about	Phr	(V ₁ +)Prep(of) (+Nom)	-s.a.	R-E [s.a.]
	317	thinking <u>at</u>	G	of → at	Phr	(V ₁ +)Prep(of) (+Nom)	-s.a.	R-E [s.a.]
MB 128	318	in the <u>last years</u>	L	- few	Set Phr	Post det (few)	- s.a.	R-E [s.a.]
	319	it's almost an hour we are waiting for you	{G G}	- since	Phr	Conj	- s.a.	{R-E R-E [infl. other R constr.]

1	2	3	4	5	6	7	8	9	b
	320	"Would we open [...]?" "Yes, we would."	{G G	-(have+en) shall would let's do it we would	Aux M T let	(have+en) shall	— s.a. — s.e.	{R-E R-E	[infl.R.pres] [conf.syst.M]
	321	Tomorrow morning at eight o'clock in the reading room.	G	X	AdvG	Advpl+Adv _t	— s.a.	R-E	[s.a.]
	322	thinking at	G	of → at	Phr	(V ₁) Prep(of) (+Nom)	— s.a.	R-E	[s.a.]
SD 126	323	were built	G	-(have+en) (+Past tense)	Aux	(have+en)	— s.a.	R-E	[conf.due to equiv.R.past/ R.comp.past: were = au fust]
	324	the last years	{G L	- in - few	Phr Set Phr	Prep (in) Post det (few)	— s.a.	{R-E R-E	[s.a.] [s.a.]
	325	heard about	G	of → about	Phr	(V ₁ +) Prep (of)	— s.a.	R-E	[s.a.]

1	2	3	4	5	6	7	8	9
Tr 2 71. IV PG 236	326	If somebody had not <u>have</u> uttered/.../	G	had+en→ had have+en	{ Aux If cl	{ have+en Mood(Subj)	--dacă cineva nu i-ar fi pome- nit/.../	R-E form/ E-B /conf.in con- str. of <u>if</u> cl/
	327	when you see him <u>you</u> <u>are not going to</u> recognize him	G	will→are going to	Aux	will	--cînd ai să-l vezi n-ai să-l recunogti	R-E hypercorr; use of near future/
	328	There were not/.../, were <u>they</u> ?	G	there→they	{ Inter- rog Cl(tag quest)	Pron(there)	--Nu erau prea multe greseli în text, <u>nu-l</u> <u>asa?</u>	R-E /R nu-l asa?= erau(greseli)/?
	329	It <u>has</u> been snowing for three days.	G	had→has	Aux	Tense(past)	--Ningea, ningea de trei zile	E-E /conf.tense syst/
IK 237	330	I <u>hadn't</u> had noticed	G	shouldn't have→ hadn't had	Aux If Cl	W(should)	--N-ai fi observat	E-E /conf.M constr./
	331	/.../ If somebody <u>shouldn't</u> have men- tioned	G	hadn't had had not→ shouldn't	Aux If Cl	Mood subj)	-- s.a.	R-E /infl.R.cond. form/ E-E /conf.in constr. of <u>if</u> cl/
	332	He <u>did</u> never under- stand anything	G	+ did	T neg	Aux	-- El nu înțele- gea nimic	E-E /hypercorr.: use of <u>do</u> in neg.Cl/
PI 239	333	If somebody <u>haven't</u> mentioned his name	G	has→have	Agreem. If Cl	V.inflex. Mood(Subj)	-- s.a.	V.O.O. /probably distraction/ E-E /conf.in constr. of <u>if</u> cl/
	334	There weren't /.../, were <u>they</u> ?	G	there→they	{ Inter- rog Cl(Tag quest)	Pron(there)	-- s.a.	R-E /s.a./

1	2	3	4	5	6	7	8	9
	335	it <u>has</u> been snowing for three days	G	had → has	Aux	Tense(past)	-- s.a.	E-E - /s.a./
RR 240	336	If it <u>hadn't</u> been so cold, it would rain	G	+(have+en)	If Cl	Mood(subj)	Dacă nu ar fi așt de frig ar ploua	E-E /conf.in constr. str.of <u>if</u> cl/
	337	<u>hadn't</u> <u>utter</u>	G	-en	Aux	(have+en)	--nu l-ar fi pomenit numele	E-E /hypercor: didn't utter/
	338	it <u>hasn't</u> been snowing for three days	G	had → has	Aux	Tense(past)	-- ninge, nin- gea de trei zile	E-E /s.a./
	339	<u>hasn't</u> been snowing	L	+ neg	Tneg		-- ar ninge	v.o.c. [distraction]
PO 241	340	if <u>anybody</u> <u>hadn't</u> mentioned her name	G	somebody → anybody	Tneg	Indef pron.	-- s.a.	E-E /conf.indef. pron.hypercor: neg. constr./
	341	It weren't so many <u>mistakes/.../</u> were <u>they</u> ?	G	there → it	Impers (Set phr)	Pron (there)	-- s.a.	E-E /conf.it is/ there is/
			G	there → they	Inter- rog Cl(Tag quest)	Pron(there)		R-E /s.a./
	342	it <u>has</u> been snowing for three days.	G	had → has	Aux	Tense(past)	-- s.a.	E-E /s.a./
MP 242	343	if somebody <u>didn't</u> <u>mention</u> his name	G	-have+en	If Cl	Mood (subj)	-- s.a.	E-E /conf.in constr. of <u>if</u> cl/
	344	when you <u>ll</u> see him	G	+will	Cl(temp)	Aux(M)	--cînd ai să-1 vezi	R-E /infl.R.future form/
	345	it <u>was</u> snowing for three days.	G	-(have+en)	Aux	(have+en)	-- s.a.	R-E /infl.R imperf/

1	2	3	4	5	6	7	8	a	b
FC 243	346 347	If it wasn't so cold it <u>will</u> rain There were not [...], were <u>they</u> ?	G	would+ will there+they	Mood (Cond) T inter- rog Cl(Tag quest)	Tense(past) Pron(there)	- s.a. - s.a.	E-E R-E	[conf in constr.of cond/ [s.a.]
	348	It <u>was</u> snowing for three days.	G	-(have+en)	Aux	Aspect(have+ en)	- s.a.	R-E	[s.a.]
GA 244	349 350	If it had not been so cold it would rain There weren't [...], weren't <u>there</u> ?	G	+(have+en) +not	If Cl T inter- rog Cl(Tag quest)	Mood (subj) Neg	- s.a. - s.a.	E-E R-E	[conf.in constr.of <u>if</u> cyl [R ₁ nu-1 aga]
EM 245	351	It <u>was</u> snowing for three days.	G	-(have+en)	Aux	Aspect (have+en)	- s.a.	R-E	[s.a.]
2C 246	352 353	you <u>wouldn't</u> recog- nize <u>him</u> There weren't [...], were <u>they</u> ?	G	will+would there+they	Aux T inter- rog Cl(tag quest) Aux	M(Will) Pron(there)	-n-at sã-1 re- cunoști - s.a.	E-E R-E	[conf.in aux. form] [s.a.]
	354 355	it <u>has</u> been snowing for three days if <u>any</u> body had not mentioned	G	had+ has somebody+ anybody	Aux Tneg	Tense(past) Indef.prou.	- s.a. - s.a.	E-E E-E	[s.a.] [s.a.]

1	2	3	4	5	6	7	8	9	
NF 248	356	if anybody had mentioned his name	G	somebody	Tneg	Indef.pron	— s.a.	E-E /s.a./	b
	357	There were <u>L..J.</u> , were <u>they</u> ?	G	there ~~they~~	Tinter-rog Cl(tag-quest) Aux	Pron(there)	— s.a.	E-E /infl.other neg.country nobody/ /s.a./	
	358 359	it has been snowing for <u>three</u> days. Neither chalet nor the road were visible	G G	had ~~has~~ the	Ng	Tense(past) Det (the)	— s.a. — s.a.	E-E /s.a./ v.o.c. /probably distraction/	
IA 247	360	if <u>anybody</u> hadn't mentioned	G	somebody ~~anybody~~	Tneg	Indef.pron.	— s.a.	E-E /s.a./	

1	2	3	4	5	6	7	8	9	a	b
Comp. S 70 I 653 CR 48	1	Sitting on the table	G	at → on	Phr	Prep(at)	—Stînd la masă	E-E	/conf. prep. syst/	
	2	Reading as he always did the newspaper	G	I	VG	V _t +Nom ₁	—citind cum făcea întotdeauna ziarul	R-E	/word order/	
	3	custom	L	habit→ custom	W		— obicei	R-E	/polyemy in R/	
	4	was losing time	L	wasting→ losing	W		—pierdea vremea	R-E	/E-E /conf. due to partial synon/	
	5	she wanted her work being appreciated	G	to be → being	Verb	Inf.	— (ea) dorea ca munca ei să fie apreciată	E-E	/infl. R equiv. a pierderi ignor. E expr. /	
	6	supporting	L	suffering→ supporting	W		— suportînd	R-E	/infl. R & suporta-a îndura suferința/	
	7	never raised an eye	L	lifted up his eyes→ raised an eye	Set phr		—niciodată nu și-a ridicat ochii	E-E	/conf. due to greater freq. of to raise; ignor. of E expr. /	
	8	from the newspaper he read	G	-(be)ing	Aux	(be)ing	—din ziarul pe care-l citea	R-E	/lack of cont. asp. in R/	
	9	unfortunate	G	+ ed	Adj	Base	—nenorocită	R-E	/infl. R. equiv. adj. =part. form/	
	10	step I made	L	take a step →make a step	Set phr		—pasul pe care l-am făcut	R-E	/infl. R. constr: a face un pas/	

1	2	3	4	5	6	7	8	9
	11	three month ago	G	- s	Inflex	Nom(number)	-acum trei luni	E-E/phon. similarity th and s; also probably distraction/
	12	you <u>never</u> will <u>touch</u> it	G	X	VG	Adv	- <u>Niciodată</u> n-o <u>vei atinge</u>	R-E [word order]
	13	during the meal	G	- s	Inflex	Nom(number)	-in timpul mesei	R-E [Reconst. with sg]
	14	for <u>always</u>	L	for ever → for always	Set phr		- pentru totdeauna	E-E [conf. due to greater freq. of <u>always</u> in 1; ignor. of R expr.]
	15	was exactly <u>as</u> interested in his paper as before	G	- much	T comp	Quant+Adj.	- era la fel de interesat de ziarul său ca și înainte	R-E [optional use of mult in R constr.]
	16	throwing a glance	L	cast → throw	W		- aruncând o privire	E-E [conf. due to greater freq. of to throw in 1; ignor. of R expr.]
	17	throwing a glance to her husband	G	at → to	Phr	Prep(at)	- [..] sofului ei	E-E [conf. to/at]
	18	I can't bear any more this situation	G	any longer → any more	AdvG	Adv.	- nu mai pot să suport această situație	R-E [conf. due to equiv. more = R mai]
	19	with a crack	L	bang → crack	VG	V _t +DO+AdvG	- cu zgomot	R-E [word order]
	20	the lot she didn't know	G	her → the	Det	Poss Adj.	- soarta pe care nu și-a cunoscut-o	E-E [conf. sem. field]
								[infl. of R form with def. suffix]

1	2	3	4	5	6	7	8	9
			G	+ Past Tense	Thesg.			E-E /hyperoor; redundant expr. of past/
21	It's a newspaper more important?		G	+ It	Tinterrog		—Este un eler mal important [deci?...?]	E-E /Hyperoor./
22	<u>Got</u> on speaking		L	went on → got on	Set phr		— a contănat să vorbesc	E-E /contam, set (Got) + EG/
23	let it <u>fall</u>		L	drop → fall	W		—las-o beață!	E-E /conf. due to greater freq. of to fall in /
24	what <u>happened</u> with you		G	-(have+en) to → with	Aux Phr	(have+en) Prep(to)	—ce s-a întâm- plat —cu tine	E-E /conf. tense syst/
25	I'm decided		G	(have+en) → (be + en)	Aux	(have+en)	—sînt hotărît	E-E /infl. R. tense/
VR 1								
26	How <u>should</u> I go on living		G	can → should	M	can	—Cum să mai trăiesc?	E-E /conf. syst. M./
27	she went <u>in</u> the street		G	info → in	Phr	(V ₁ +) Prep(in- to)(+Nom)	—a coborît în stradă	R-E /infl. R. prep/
28	Mrs. Brown run as fast as she could		G	-Past Tense	Inflex.	Tense(past irreg.)	Dna. Brown a fu- git cît de re- pede	E-E /conf. tenses irreg. v./
29	<u>unpatient</u>		L	im → un	W	Aff	—nerăbdător	E-E /reg: infl. adj. neg. forms: un- happy.../
30	to see <u>again</u> her mother and father		G	X	VG	V ₁ +DO.+Adv. — +găsi Vada [din nou mama și tata]		R-E /word order/

1	2	3	4	5	6	7	8	9
	31	only after [..] her parents would under-stand	G	X	Temp	Tense + N + N	— numai după ce [..] părinții ei vor înțelege	R-E [word order]
	32	After she had <u>belt</u>	L	ring the belt →	W	convers.	— după ce a sunat	E-E [convers: the belt - to belt; also probably contem: belt + belt "to put belt round"]
	33	began to tell her mother what <u>happened</u>	G	-(have+en)	Aux	(have+en)	— a început să-1 povestească mamoi ce s-a întâmplat	R-E [infl. R sequen- ce of tenses]
	34	he was all the time <u>reading</u>	G	+(be+ing)	Aux	(be+ing)	— citea tot timpul	{E-E [hypercor.] E-E [hypercor.] he was just read- ing}
	35	didn't tell anything about her own life to her daughter	G	X	VG	Adv _t	— nu l-a spus nimic despre propria ei via-ță	R-E [word order]
SI 2	36	<u>regarding</u>	L	looking at → regarding	W		— privind	V.O.C [probably infl. French <u>regarder</u>]
	37	<u>regarding</u> <u>angrily</u> her husband	G	X	VG	V+Nom+Adv	— privind-și supărată soțul	R-E [word order]
	38	observed how carefully had she made up	G	X	T emb	Exclam cl	— observă cât de îngrijit s-a machiat	E-E [conf. with interrog constr]
	39	observe how nice was her dress	G	X	T emb.	Exclam. cl	— observă ce drăguță era rochia ei	E-E [conf. with interrog constr]

1	2	3	4	5	6	7	8	a	b
40	observe how good did the coffee smell	G	X		Temp	exclam. cl.	— observe ce ble microse cafeau	E-E	[conf. with interrog. constr.]
41	the only woman unhappy	G	X		NG	(Det+Post det+)(Adj+ H	— singura femeie nefericita	R-E	[word order]
42	alone was she running along the streets...	G	X		S (Temp)	Nom+VG+ Sub. compl.	— possible in R/ singura femeie sa pe strada de	R-E	[word order] [infl. constr. with Adv.]
43	I can't bear	G	- it		VG	Vt+Nom	— nu pot sa su- port	R-E	[infl. possible R constr. without DO]
44	Nobody take care of me!	G	- s		VInflex. (concord)	Person (concord) Tense (pres)	— Nimic nu are gratie de mine !	R-E	[conf. in V inflex.]
45	[unjustice] made to me	L	done-made		Set phr		— nedreptatea care mi s-a fa- cut	R-E	[conf. due to more concrete mean. of to make]
46	unjustice	L	in-un		W	Aff	— nedreptate	R-E	[infl. other neg. forms more freq. in 1.]
47	tell mother quietly my trouble	G	X		VG	V _t +IO+DO+Adv	— spune-mi mama calm necesar	R-E	[word order]
48	what the matter with you?	G	-ls		CI	(Nom)+V	— ce-l ou tine?	E-E	[infl. other constr. what the devil]
49	[...]/and there they talk for a long while	G	-past tense	Aux		Tense (past)	— si acolo au vorbit mult timp	E-E	[conf. tense syst]

1	2	3	4	5	6	7	8	9 a b
50	interested <u>by</u> [...]		G	in→ by	Phr	(Adj+)Prep (in)(+Nom) Det	—interesat <u>de</u>	R-E /infl.R.prep/
51	<u>World</u> is like that!		G	-the	NG		—Aga e lumoa!	R-E /infl.other E constr.: Men- kind is like that/
52	he doesn't love[...] , <u>that's</u> .		G	- it	VG(Set phr)	V ₁ +Nom	— <u>asta e</u>	R-E /infl.R. equiv.constr./
53	I <u>should have never</u> <u>told</u>		G	X	VG	Adv _t	—nu fi-ag fi spus niciodată asta.	R-E /ignor.rule of Adv _t indef. place/.
54	she took her daughter's hands and <u>carry</u> her		G	-Past Tense	Aux	Tense(Past)	—gi-a luat fi ca de mîna gi a dus-o	R-E /conf.tense synt./
55	<u>carry</u>		L	lead→carry	W		<u>a dus-o</u>	R-E /infl.R a duce = <u>to carry</u> /
56	<u>her</u> wife		G	his→her	Inflex	Gender	—soția lui	V.o.c./probably distractiōn/
58	willing to hear some kind words		L	wanting→ willing	W	Base	—dorind să audă vorbe bune	E-E /conf.mean.E: <u>want/will</u> /
59	<u>delicate</u> with me		L	Gentle→ delicate to→with	W		—delicat cu mine	R-E /infl.R equiv./
60	he's so very much <u>changed</u>		G	X	VG	V + Adj	—s-a schimbat atît de mult/or: este atît de schimbat/	R-E /hypercor: infl.other constr.with aux./

1	2	3	4	5	6	7	8	9
	61	he is <u>no more</u> interested	G	+ very no longer → no more	Adv G	Intensifier	—nu <u>îl mai</u> interesează	E-E [contam: very much+so much]
	62	<u>round</u> the world	G	around → round	Phr	Adv	—m-am decis	R-E [conf. due to equiv. more- R maj]
	63	I <u>made</u> up my mind	G	—(have+en) +Past tense	Aux	Prep(around) —în jurul lumii	—m-am decis	R-E [infl. R în jurul]
RD 77	64	the morning's news- paper	G	+ 's	NG	Det+Adj+N	—jurnalul de dimineață	E-E [infl. of synth. g.]
	65	she was looking awfully angry.	G	+(being)	Aux	Aspect	—arăta teribil de supărată	E-E [hypercor.]
AP 78	66	his husband	G	her → his	Inflex.	Gender	—soțul ei	v.o.c. [probably distraction and gender analogy]
	67	they might be a happy couple if Mr. Brown would not read his paper every morning	G	—(have+en) +would —(have+en)	Aux	(have+en) Mood(subj)	—ar putea fi f. o. dacă Mr. B. nu ar citi f. o. o.]	R-E [infl. tense sequence]
	68	I'd better never <u>met</u> you	G	—(have+en)	Aux	(have+en)	—mai bine nu te întâlneam	R-E [infl. R. tense]
	69	I'd better	L	I wish → I'd better	Set phr		—mai bine	R-E [infl. R. constr.]
	70	have a last look at the mirror	G	in → at	Phr	Prep(in)	—aruncă o ul- timă privire în oglindă	E-E [conf. prep. syst.]

1	2	3	4	5	6	7	8	9
	71	how rude John was with her	G	to → with	Phr	Prep(to)	—cît de dur era John <u>cu</u> ea.	R-E [infl.R.prep.J]
	72	love <u>fully</u>	L	ing→ful	Aff.	Adjectival	— iubitor	E-E [reg:careful...J]
	73	telling all her trouble with bitter tears running down his face.	G	her→his	Inflex.	Gender	— spuni:du-1 tot neazul ei, cu lacrimi amare curgîndu-1 pe față	V.O.C. [probably distractionJ]
	74	<u>now</u> on	G	- from	Phr	Prep(from)	—de acum încolo	E-E [ignor.E.adv. phrJ]
PM 79	75	I can't <u>never</u> stop him	G	double neg. T.neg.			—nu pot <u>nici-</u> <u>odată</u>	R-E [double nega- tionJ]
	76	went <u>out</u> the room	G	- of	Phr.	Prep.(of)	—a legît din cameră	E-B [conf.prep. syst.J]
	77	mixed	G	+ ed	Inflex.	Tense(past)	—a amestecat (see also a mixtă)	R-E [contam:R mixt +E -edJ]
	78	all her things supposed to be taken with	G	+ Prep	V	V _t	— toate lucruri- le (ei) pe care urma să le ia <u>cu</u> ea.	E-E [conf:V+par- ticle vs.V+ oblig.prep. R-E due to RJ]
	79	while tears were running <u>along</u> her face	G	down→along	Phr	Prep(down)	—lacrimile îi curgeau pe față	E-E [conf.prep. systJ]
	80	her father doing the same thing <u>as</u> well as her husband	G	+as well	Phr	Conf.(as)	—tatăl ei făcea aceleași lucru ca și soțul ei.	E-E [conf.comp. syst.J]
II 663 SF 91	81	<u>had</u> breakfast	G	-(be+ing)	Aux	(be+ing)	—luau micul dejun	E-E [conf.tense systJ]
	82	she <u>fazed</u> her husband	G	- at	VG	(V ₁ +Prep(at) (+Nom)	— își <u>privese</u> <u>soțul</u>	R-E [R.constr. without PregJ]

1	2	3	4	5	6	7	8	a	9 b
	83	he <u>began</u>	G	-(have+en)	Aux	(have+en)	— el a început	E-E	[conf.tense syst.]
	84	without speaking <u>with</u> me	G	to ~~with~~	VG	(V ₁)+Prep(to) (+Nom)	— fără să vorbească <u>cu</u> mine	R-E	[infl.R.constr.]
	85	<u>an</u> advice	G	some advice ~~an~~ advice	NG	Uncount	— <u>un</u> sfat	R-E	[infl.R.constr.]
	86	she <u>run</u>	G	Past Tense	Aux	Tense(Past)	— ea a fugit	E-E	[conf.lyreg. V forms]
	87	because of the tears her eyes were <u>filled</u>	G	— with	VG	V ₁ +Prep (with)	— din cauza lacrimilor care-1 umplau ochii	E-E	[ignor.constr. V with Prep]
	88	nice <u>with</u> her	G	— to ~~with~~	Phr	(Adj+)+Prep (to)(+Nom)	— draguț <u>cu</u> ea	R-E	[infl.R.constr.]
	89	during <u>the</u> breakfast	G	+the	NG	Det(Ø)	— în timpul micuțului de <u>jun</u>	R-E	[infl.R.constr. with def.art.]
	90	listened <u>her</u>	G	— to	VG	(V ₁)+Prep(to) (+Nom)	— o asculta	R-E	[infl.R.constr. without Prep]
	91	to come <u>in</u> the room	G	into ~~in~~	VG	(V ₁)+Prep (into)(+Nom)	— să intre <u>în</u> camera	R-E	[infl.R.prep. due to formal similarity]
HM 92	92	she <u>run</u>	G	Past Tense	Aux	Tense(Past)	— ea a fugit	E-E	[conf.lyreg. V forms]
	93	<u>staying</u> in the doorway	L	standing ~~staying~~	W		— e:înd în prag	E-E	[conf.stay/ stand]
ND 93	94	tired <u>by</u> waiting	G	of ~~by~~	Phr	(Adj.+)Prep (of)(+Nom)	— obosită <u>de</u> așteptare	R-E	[hypercor.: infl.constr.]
	95	she <u>quickly</u> dressed	G	X	VG	V ₁ +Adv.	— repede s-a îmbrăcat	E-E	[she has just dressed]

1	2	3	4	5	6	7	8	9 b
	96	she was at her <u>mother</u>	G	mother's → mother	Inflex	Case(pos)	—era la <u>mama</u> ei	R-E [infl.R.constr.]
	97	the reason <u>of</u> her troubles	G	for - of	Phr	(N+) Prep (for)(+Nom)	—cauza <u>necesei</u> - rilor ei	{R-E [equiv. of S. in R:Rof...] {E-E [reg. usual S. constr. in R]
	98	she told her mother that she <u>lost</u>	G	- (have+en)	Aux		—i-a spus ma- mai ei ca a pier- dut	R-E [infl.R. sequence of tenses]
	99	<u>custom</u>	L	habit → custom	W		— obicei	{R-E [polysemy in R] {E-E [conf. due to partial synonym]
	100	<u>It's better [...]</u>	L	she'd bet- ter+it's better	Set phr		— e mai bine	R-E [infl.R.constr.]
HA 94	101	<u>named</u> the Brown family	L	called → named	W		—numită familie Brown	R-E [infl.R.term due to formal similarity]
	102	they <u>were</u> married for a short time	G	-(have+en)	Aux	(have+en)	—erau căsăto- riți de puțin timp	R-E [infl.R.tense]
	103	for <u>having</u> the dinner	G	to have → for having	Cl	Inf	—pentru a lua cina	E-E [hypercor.]
	104	[for having] the dinner	G	+ the	NG	Det (Ø)	— cina	R-E [infl.R.constr. with def.art.]
	105	<u>hardly</u> could she say a word	G	X	VG	Aux+V+AdvG	—de abia a pu- tut/ea/spune un cuvânt	R-E [word order]
	106	<u>it</u> was her father that <u>can</u>	G	X + it	Cl	NG+VG Nom	— era ta. Al ei omul acela	R-E [word order] [hypercor. also caused by wrong word order]

1	2	3	4	5	6	7	8	9
								a b
III 669 HC 171	107 108 109	as usually they were together for 15 years she told me that the breakfast was ready	G G G	+ ly -(have+en) the	VC Aux RG	bet+adj (have+en) Det(Ø)	— ca de obicei — erau împreună de 15 ani — Mi-a spus că micul de luni e gata	R-E R-E R-E [reg:adv.form- ation in E] [infl.R tense] [infl.R constr with def.art.]
MC 172 1	110 111 112 113 114 115 116 117 118	at the same table was sitting her husband Mr Brown she understood that's the case She understood that's the case reason of her angry her angry usually Mr Brown was reading in this minute she was packing up and then left throwing her things in her bag	G G G G L G G G G	X - Past Tense - Past Tense - Past Tense for → of anger → + (being) + in + (being) into → in	CI Aux Aux Phr W Aux AdvG Aux Phr	NG+VG Tense(Past) Tense(Past) Tense(Past) Prep(for) Base Aspect (Indef.) Adv Aspect Indef. Prep(into)	— la aceeași masă stătea so- țul ei, domnul Brown — înțeleg că accesa e situa- ția — înțeleg că accesa e situa- ția — motivul înțel- ei — s.a. — de obicei, Dl. Brown citea — în momentul kete — și-a împache- tat lucrurile/ giapul a plecat — aruncându-și lucrurile în poșetă	R-U R-E R-E R-E R-E R-E R-E R-E R-E [word order] [infl. of R. sequence of tense] [infl. of R. sequence of tense] [R-E [reg: usual 'G constr. in E] [E-E [conf. angry] [angry] [hyper.] [infl.R. constr] [hypercor] [infl.R. prep. due to formal similarity]

1	2	3	4	5	6	7	8	9
	119	she was <u>dressing</u> , <u>combing</u>	G	+(be+ing)	Aux	Aspect (Indef.)	—se îmbrăcă, se pieptăină	E-E /hypercor/
	120	<u>proudful</u>	L	+ful	W	Base	—mîndră	E-E /reg.:adj.deriv. with +ful/
	121	seemed to be <u>vanished</u>	G	-(have+en) +T pass	Aux	have+en	—părea să fi dispărut	{R-E /infl.R constr./ E-E /conf.with constr. eg. seemed to be tired/
	122	she was <u>running</u> to her/.../	G	+(be+ing)	Aux	Be+ing	—aleră la/.../	E-E /hypercor/
	123	<u>parental</u> house	L	parents+ parential	W		—casa părintea- scă	{R-E /infl.R constr./ E-E /conf.with R parental/
	124	she knew she <u>could</u> be caress	G	would+ could	Aux	M	—gita oă ar (putea)fi min- gita	{R-E /infl.R constr./ E-E /conf.E syst.W/
	125	/.../ be <u>caress</u>	G	- en	T pass		—s.a.	E-E /probably conf. with irreg.v/
	126	the bell of the front <u>door</u>	G	X	Phr(NC/ T pre- posing)	Prehead modifier	—soneria de la ușa din față	R-E /infl.R constr./
	127	her <u>mother</u> shoulder	G	- 's	NG	Nom inflex Case(pos)	—umărul mamei	E-E /infl.other constr.in E; kitchen door/
	128	he was <u>reading</u> his paper and then looked at her.	G	+(be+ing)	Aux	Aspect (Indef.)	—citea ziarul și apoi se uită la ea.	E-E /hypercor/
	129	saw at the table a man	G	X	VG	V _t +Nom+AdvG	—a văzut la masă un om.	R-E /word order/
	130	holding the newspaper	G	a → the	Det	Indef.art.	—ținînd ziarul	R-E /infl.R.constr. with def.art./

1	2	3	4	5	6	7	8	a	9	b
NM 173	131	<u>flang</u> the door	{ G	flung+flang	Inflex	Tense(past)	-a trinfitt uga	E-E	/conf. irreg. IV forms/	
	132	<u>much less</u> <u>qualities</u>	{ G	-open fewer+much less	Set Phr Det	V ₁ +Nom+Adj Conc. feature (count)	-mult mal putine calittitt	R-E E-E	/infl. R. constr. / (contami less quality + fewer qualities)	
	133	(he had much) less <u>qualities</u> she had <u>thought of</u> before	{ G	- than	Phr	Conj+/CU/	-(el)avea mult mal putine ca- littitt decit oreuse ea	E-E	/hypercor. /	
	134	led her <u>in</u> the living- room	G	+ of into+in	VG Phr	V+/CU/ + Adv. Prep(into)	-o conduse <u>in</u> camerak	E-E R-E	/infl. R. prep. due to formal similarity/	
	135	met him <u>a</u> day before	G	the + a	Det	Def Art	-l-a infinit ou o al in urak	R-E	/infl. R. constr. /	
	136	go to my <u>mama</u>	G	(mother)'s	W	Nom inflex. /case(poss)	-mk due la <u>mama</u> (mea)	R-E	/infl. R. constr. probably ignor. of expr. /	
	137	<u>take</u> the breakfast	{ L	have+take	Set phr		-fel/au micul dejun	R-E	/infl. R. expr. /	
	138	rushed [...] <u>in</u> her room	{ G	+ the	NG	Det(Ø)	-	R-E	/infl. R. constr. with def. art. /	
	139	Mr. Brown not even <u>noticed</u> her	G	into + in	Phr	Prep(into)	-s-a repeat [...]/in camera el	R-E	/infl. R. prep. due to formal similarity/	
	140	left <u>in</u> <u>great</u> hurry	G	- to	T neg	Aux	-Dl. Brown nioi macer n-a obser Vat-o	R-E R-E	/infl. R. neg. constr. / neg. rules/	
	141	taking <u>the</u> suit-case	G	- a her+the	NG Det	Det (a) Poss	- a plecat <u>in</u> mare grab -lindu-gi gea-R-E mantanul	R-E R-E R-E	/infl. R. expr. / (infl. of Room- str. with def. art. instead of poss.)	

1	2	3	4	5	6	7	8	a	9
									b
HA 174	142	<u>paying her attention</u>	G	X - to	VG	V _t + Nom ₁ + to + Nom ₂	dindu-i atenție	R-E	[word order; infl. R. constr. of d.]
	143	what he <u>calls</u> a husband	G	- being	VG	V _t (+Cl)	ceea ce <u>numește</u> (el) un soț	R-E	[infl. of R constr.]
	144	to her <u>mother</u> house	G	- 's	V	Nom inflex (case)	- fugi la casa mamei ei	R-E	[infl. other E. constr. in R. kitchen door]
	145	she would never <u>get</u> the habit	G	get → got	Inflex	V inflex	- nu ar fi iust niciodată obi- cești	R-E R-E	[infl. R. Constr. with party [conf. lrr. E. V forme]
EM 175	146	she told <u>to</u> her mother	G	+to	Vb	V + Nom	- îi spuse mamei ei	R-E	[hypercor: use of <u>to</u> ; perhaps also infl. of: say to]
	147	she told (...) that she <u>leaved</u>	G	- have + en	Aux	(have + en)	- îi spuse (...) <u>R-E</u> că a plecat	R-E	[infl. R. se- quence of tenses]
	148	<u>leaved</u>	G	left → leaved	Inflex	V inflex (tense)	- s.s.	R-E	[reg: asked, etc.]
	149	Mrs. Brown hand were	G	- 's	NG	Nom inflex (case)	- minile doamnei Brown	V.O.C.	[probably distraction]
	150	hand were <u>trembling</u>	G	- s	NG	Nom inflex (Pl)	- minile tre- murau	V.O.C.	[probably distraction]
	151	she <u>leaved</u>	G	left → leaved	Inflex	V inflex (tense)	- (ea) a plecat	R-E	[reg: asked, etc.]
	152	was <u>reading</u> always	G	X	VG	Aux + Adv + V	- citea întot- deauna	R-E	[word order]

1	2	3	4	5	6	7	8	9 a b
SM 177	153 154	during <u>his</u> breakfast Since I've <u>married</u> you I <u>must</u> stand/...	G G	+ his (have+en) Past (married) → must	Aux Aux	Det Tense(Past) M(must)	-in timpul micului dejun - De când m-am măritat cu tine a trebuit să suport [...]	E-E R-E E-E R-E [freq: I put my hat on my head] [infl. R Tense]
	155	I have in front of me the newspaper	G	X	VG	V+Nom + Adv	- Am în fața mea ziarul	R-E [infl. R. constr.] [infl. R. constr.] [most freq. form in l. expressing obligation] [word order]
GH 179	156 157	she rang at the door she was thirsty of/...	L G	- the bell for→of	Phr V1+Adj+ Prep + Nom	Prep(for)	sună la ușă - era însetată de [...]	R-E R-E [infl. R. constr.] [infl. R. constr.]
	158	only the sport was the thing that in- terested him.	G	X	S	N /+Cl/ VG	- numai sportul era lucrul care l interesa	R-E [word order]
	159	the sport	G	+ the	NG	Det(Ø)	- sportul	R-E [R constr. with def art]
	160	that doesn't matter	G	- s it → that	Inflex NG	Nom inflex (number) Pron	- asta n-a contat	R-E [infl. R. sg. form] [infl. R. constr.] with dem. pron.]
	161	that doesn't matter at the time	G	did→do	Aux	T(Past)	- asta n-a con- tat atunci	E-E [conf. tense syst.]
	162	the smile from her mother's face	G	on→from	Phr	Prep(on)	- zimbetul de pe fața mamei ei	R-E [infl. equiv. R de pe and from in some constr.]
	163	the answer of the question	G	to → of	Phr	Prep(to)	- răspunsul la întrebare	R-E [conf. prep. syst.]

1	2	3	4	5	6	7	8	a	9
	164	the time of the dinner	L	dinner-time → time of the dinner	Set phr		-la vremea me- sei	R-E	[infl. R. expr.]
	165	she ran <u>very</u> hurry	L G	- in a + very	Set phr NG		-(es) a lergă foarte repede	R-E R-E	[infl. R. expr.] [infl. R. constr.] with intensif.]
OP 181	166	she felt that's some- thing was wrong	G	+ 's	Cl	VG	-(es) simțea că ceva era în ne- regulă	E-E	[replacing of that with set phr. that's perhaps hyper- cor.]
	167	she managed to muttered	G	+ ed	V	Infl ex	-a lăbutăit să bolborosească	V.o.c.	[probably distraction: infl. of managed]
	168	all the day long	G	+ the	Phr	Det(Ø)	-toată ziua	R-E	[infl. R. constr. with def art.]
GI 187	169	the dining room of the Brown	G	- s	Infl ex	Nom infl ex (number)	-sufrageria familiei Brown	R-E	[infl. R. family name without pl]
	170	the dining room of the Brown	G	- s' I	case	Nom infl ex (pos.)		E-E	[infl. other E. constr. in E]
	171	in the first days after their marriage	G	during → in	TE	Pos(synth. E)	← s.a.	E-E	[infl. other E. constr. in E]
	172	she rose on her feet	G	of → after to → on	Phr Phr	Prep(of) Prep(to)	Prep(during) → în primele zile după căsă- torie --s-a ridicat în piciorare	R-E E-E	[infl. R. constr.] [infl. other E constr.: chair stands on four legs]

1	2	3	4	5	6	7	8	9
	173	she was <u>bitterly</u> <u>gobbling</u>	G	X	VG	Aux+V +adv	—suspi ^{na} amar- nic	E-E [infl. other E constr. with compound V form]
	174	<u>unthoughtful</u>	L	thoughtless —unthought- ful	W(Aff)	Adjectival	—fără să se gîndească	E-E [reg.: rule of neg. adj. deriv; unkind]
PO 188	175	<u>angry</u> and <u>angry</u>	G	more and more <u>angry</u> and angry	Adj. G T. compa- rative	Adj. inten- sive	—din ce în ce mai mîncosă	E-E [infl. E ite- rative expr. more and more]
	176	she <u>found</u> the solution	G	—(have+en)	Aux	(have+en)	—a găsit solu- ția	E-E [conf. tense syst.]
	177	found <u>the</u> solution	G	a → the	Det	Indef. art.	—a găsit solu- ția	R-E [infl. R constr. with def. art.]
	178	<u>took</u> herself+acc	G	- she	CI	Nom(+VG)	—(ea) își luă valiza	R-E [pron. subj. optional in R]
	179	She could not stand <u>any</u> more her husband	G	X	VG	V ₁ +Nom+Adv	—nu mai putea să-și suporte soțul	R-E [word order]
BS 189	180	as this matter is concerned	L	- far as	Set phr	Adv phr (as far as)	— în ceea ce priveste necesi- tăți probleme	E-E [ignor. E expr.]
	181	sitting <u>by</u> the table	{ G G	at → by + the	Phr NG	Prep(at) Det(Ø)	—sînd la masă	E-E [conf. prep. syst.]
	182	being deep in reading	G	+ being	VG	VG	—fîind adîncit în lectură	R-E [reg. by the window]
	183	she could not see <u>even</u> his face	G	X	VG	Aux+Adv+V	—(ea) nu putea să-1 vadă nici fața	R-E [word order]

1	2	3	4	5	6	7	8	9 b
TA 185	184	to be insignificant for me	G	to → for	Phr	(Adj+)(Prep (to) (+Nom)	--să fie ne- semnificativ pentru mine	R-E [infl.R. constr.]
	185	one after one	L	one after another → one after one	Set Phr		--una după alta	R-E [ignor.E. expr.]
	186	But her angry and hurry were and impe- diment for	G	to → for	Phr	Prep(to)	--dar supărarea și graba ei erau un impedim- ent pentru [c.]	R-E [infl.R. prep]
	187	angry and hurry	L	anger → angry	W	Base (N)	-- s.a.	R-E [conf.anger/ angry; perhaps also formal similarity with hurry]
	188	one bag in a hand, other other bag in the other hand	G G G	a → one one → a another → other	Phr	Nc(det)	--(cu) o sacogă într-o mână, (cu) alta în cealaltă mână	R-E [conf.E det syst.]
	189	to the parents' house	G	her → the	Det	Poss	--la casa părin- ților	R-E [infl.R. constr. without poss. adj. and use of def.art.]
	190	of the unhappy daughter	G	her → the	Det	Poss.	--al fetei nefericite	R-E [s.a.]
	191	to tell the mother	G	her → the	Det	Poss	--să-l spună mamei	R-E [s.a.]
	192	that terrible brute of her husband	G	a → her	Det	Indef.art.	--bruta îngro- zitoare de bărbatu-său	R-E [infl.R. constr. with poss.adj.]
	193	asked for the matter	G	what was → for	VG	V _i +Nom	--a întrebat. despre ce era vorba	R-E [contam: ask for(...)+what is the matter]

7

1	2	3	4	5	6	7	8	9
								a b
206	Mr and Mrs Brown <u>used every day to sit</u>	G	X	VG	Aux+V+AdvG	Domnul și doamna Brown obisnuiau să stea în fața ei în fiecare zi [...]	R-E	[word order]
207	When <u>poor woman</u>	G	- the	NG	Det(the)	Cind <u>blata femeie</u>	E-E	[perhaps infl. expr. poor woman] [hypercor]
208	All the day he <u>is</u> <u>doing nothing but</u> [...]	G	+(be+ing)	Aux	(be + ing)	-toată ziua(el) nu face altceva decît	E-E	[infl.R.expr. with def.art.]
209	All <u>the</u> day	G	+the	NG	Det(Ø)	-Toată ziua	R-E	[infl.R.expr. with def.art.]
210	<u>In a hurry</u> she <u>dressed</u>	G	X	VG	Nom+Verb+ Adv	-s-a îmbrăcat în grabă	E-E	[infl.E constr. with Adv. Today Mr Brown [...]]
211	she dressed and <u>run</u> away	G	ran->run	Inflex	Vinflex(tense)	-[...] și a fugit	E-E	[conf. irreg. V forms]
SA 184	212 <u>unpolite</u>	L	im->un	Aff	Adjectival	- nepoliticos	E-E	[reg. rule of neg.adj.deriv. unkind]
213	during <u>the</u> dinner	G	+ the	NG	Det(Ø)	-în timpul cînei	E-E	[infl.other E. constr:during + def.art.+N]
214	It's no use <u>to waste</u>	G	+ s	W	N inflex (Number)	-e inutil să îrozești	E-E	[probably infl. of : meals]
215	He even doesn't look <u>at me</u>	G	X	VG	Aux+Adv+V	-(el) <u>nicîl</u> măcar <u>nu mă privește</u>	R-E	[infl.R.constr. without gerund]
216	I'll <u>revenge</u> on him	L	take re- venge->	Set phr		-mă voi răzbuna pe el	E-E	[hypercor: avoid.of prom. constr.]

1	2	3	4	5	6	7	8	a	9
	217	I'm decided to <u>divorce</u>	L	determined ->decided	W		- sint <u>decide</u> [...]	R-E	[infl.R.term.]
	218	to <u>divorce</u>	G	- him	V	V _g +Nom	- sa <u>divorces</u>	R-E	[infl.R.constr. without DO]
	219	during <u>the</u> dinner	G	+ the	NG	Det(Ø)	-in timpul <u>cine</u> <u>te</u>	R-E	[infl.R.constr. with def.art.]
	220	you shouldn't <u>trouble</u>	L	worry-> trouble	W		-nu te îngrijora <u>(tulbură)</u>	R-E	[infl.R.term.]
PI 190	221	three years old child	G	+ s	W	Minflex. (Number)	--un copil de <u>trei ani</u>	R-E	[infl.R.p.p.r.]
	222	<u>23</u> old	G	- years	Adj phr	Nom	--(de) 23 ani	R-E	[agreement rule: numeral + N plur.]
	223	such <u>creature</u>	G	- a	NG	Pre Det + Det+N	- o astfel de creatură	R-E	[infl.other E constr.: such objects]
	224	makes up her mind <u>for</u> <u>doing</u>	G	to do -> for doing	F embed		- s-a hotărât să facă	R-E	[hypercor: avoid.of inf. equiv.of R. constr. and infl.of: for living]
	225	Mrs <u>Smith</u> house	G	- 's	Tg		-casa dnei Smith	E-E	[infl.other E constr. in E _J]
	226	a monster <u>as</u> Mr[...]	G	- such	Phr		-un monstru <u>ca</u> d-l [...]	R-E	[infl.R.constr.]
	227	<u>turned</u> to be	G	- out	V	V+particle	- s-a dovedit a fi	R-E	[infl.R.constr.]

1-	2	3	4	5	6	7	8	9 a b
	228	come back <u>in</u>	G	to->in	Phr	V ₁ +Prep(to)-	-intoarece-te la [...]	E-E [conf. prep. in/ to]
	229	she's hardly given any <u>a</u> consideration	G	+ a	Det		- cu greu i-a dat vre _o atenție	R-E [infl. R. underf. adj.]
	230	to step <u>in</u> the room	G	into->in	Phr	V ₁ + Prep (into) + Nom	- să p _ă gească <u>în</u> cameră	R-E [infl. R. prep. due to formal similarity]
	231	what he <u>is</u> doing for 3 years.	G	- (have+en)	Aux	(have+en)	- ce <u>face</u> de 3 ani	R-E [infl. R. tense]
PO 274	232	they can't suspect us <u>as</u> being so near	G	of -> as	Phr	Prep(of)	- nu ne pot bă- nu _i <u>ce</u> find așa de aproape	R-E [infl. R. constr.]
	233	hidden <u>beyond</u> his news- paper	G	behind-> beyond	Phr	Prep(behind)	- ascuns <u>în</u> do- sul ziarului său	E-E [conf. prep. beyond/behind]
	234	with a frightened <u>expression</u>	L	look-> expression	W		- cu o <u>expresie</u> speriată	R-E [infl. R. term.]
	235	asks <u>the</u> daughter	G	her->the	Det	Poss	- întrebă pe fiice _i ei	R-E [infl. R. constr. with def. art.]
MC 284	236	I can't <u>bare</u> any longer	{ L G }	bear>bare - it	W VC	V _t +Nom	- n _u mai pot <u>supo</u> - rta	E-E [conf. formally similar w.]
	237	with these thoughts in <u>her</u> mind	G	+ her	NG	Det(Ø)	- cu aceste g _î n- duri <u>în</u> minte (încaput ei)	R-E [infl. R. optio- nal expr.]
	238	she <u>maked</u> up	G	maked>maked	Inflex	Vinflex. (tense)	- (ea) s-a ma- chiat	{ R-E R-E }
	239	<u>the</u> young Mrs. Brown	G	+ the	NG	Det(Ø)	- tînăre _a d-nă Brown	R-E [infl. R. constr. with def. art.]

1-	2	3	4	5	6	7	8	a	9
	240	habit to read	G	of reading to read	F embed	Prep (of)	- obloelul de a olti	R-E	[Inf1.R. constr. ^{only}]
	241	during the breakfast	G	+ the	MS	Det: Ø	- in timpul ml-cului de jum-tatã al cor. counterf	R-E	[Inf1.R. ^{only}]
	242	his father	G	her + his	Inflex	Concord future (Gender)		V.O.C.	[probably distraction]
NS 287	243	she raised up	G	rose → raised	V	¹	- (ea) se ridicã	R-E	[reg. asked, etc.]
	244	all her behaviour	G	her whole → all her	MS	Det.+Adj.+Nom. - toatã comportarea ei		[R-E/Inf1.R. adj.]	[R-E/Inf1.R. ^{only}]
	245	go in another place	G	to → in	VG	Prep(to)	- sã plece în altã parte	R-E	[Inf1.R. prep.]
	246	to have some fun	L	+ some	Set phr	Det: Ø	- sã se distrese puțin	R-E	[Hypercor: în have some tea]
	247	she decided to left	G	leave → left	V	Inflex V	- se hotãrî sã plece	R-E	[conf. irreg. V form]
	248	on the way to her mother	G	's	MS	Nom. Inflex. Case (G)	- în drum spre mamã (case mamã) ei	R-E	[Inf1. optional R. constr.]
	249	crossed through her mind	G	+ through	VG	Vt+Nom ₁	- îi trecu prin minte	[R-E/Inf1.R. prep.]	[R-E/Inf1. other R. constr: to come through]
	250	as any mother	G	like → as	Phr	Prep(like)	- ca orice mamã	R-E	[conf.: as/like]
	251	she listened all over ear	L	all ears →	Set phr		- ea ascultã numai urechi	R-E	[Hypercor: avoid E. form]

1	2	3	4	5	6	7	8	a	9	b
	252	It's obvious that <u>paye</u> me [..]	G	-he	CI	Nom+VG	- E clier cã <u>un-ei</u> acordã [..]	R-E	Optional lack of pron. subj. in R.	similar to R. form, and Infl. of: all over the body
	253	<u>pays</u> me no attention	G	x	VG	Vt+Nom ₁ + Prep (to)+ Nom ₂	-(m)fini acordã (dã)niol a aten- tie	R-E	[word order]	
	254	<u>pays</u> me no attention	G	- to	Phr	Prep(to)	- fini acordã (dã)	R-E	[probably Infl. of: pays me a coffee]	
PMM, 182	255	she considered that her marriage <u>failed</u>	G	-(have + en)	Vc	Aux	- considera cã mariajul ei eșuase	R-E	[conf. tense syst.]	
	256	burst <u>into</u> rage	G	-a	MG	Det (a)	- avu un acces de furie	R-E	[Infl. other B. expr.: burst into laughter]	
	257	she looked [..] hoping that he will [..]	L G	lose one's temper → burst into rage would → will	W Vc	{ Aux Tense(Past)}	-(ea)priva [..] sperind cã ei va [..]	R-E	[Infl. R. sequence of tenses]	

1	2	3	4	5	6	7	8	9
								a b
258	went <u>off</u>		G	out of → off	V	+particle	-a pleast	R-E [gener. V; constr.]
259	she was <u>decided</u>		L	determined → decided	W		-(ee) era <u>decided</u>	R-E [Intl. R. term]
260	to tell them the bad behaviour [- -]		G	-about	J	V ₁ +Nom+Prep (about)	-ad le spun despre putarea with [- -]	R-E [Hypercor: avoid. of R. constr. sim. to R. constr. with prep.]
261	the bad behaviour of her husband		{ G x G -'s		Tg Case	Poss. (synth. S.) from inflex (G)	-putarea with a soptul	{ R-E [Intl. other f. constr. in R. S. a.]
262	crying <u>as</u> a baby		G	like → as	Par.	Prep (like)	-plined ce un copl	R-E [constr. as/like]
263	paid attention <u>at</u>		G	to → at	Par.	Prep (to)	-a dat atenție la	R-E [constr. at/to]
264	she invited her daughter in the [- -]		G	into → in	Par.	Prep (into)	-si-a invitai fille in [- -]	R-E [Intl. R. prep. due to formal similarity]
VA 183	put <u>the</u> hat		G	her → the	Det	Poss (Adj)	- si-a pus pălăria	R-E [Intl. R. constr. with def. art.]
266	she reached her mother's house very soon		G	x	VG	(Aux) Adv + V	-a ajuns la mama ei foarte repede	R-E [Intl. R. optional word order]
267	in a dining-room		G	they → a	Det	Def art	-in sufragerie	R-E [constr. art: def/ index]

1	2	3	4	5	6	7	8	a	9 b
DD 186	266	husband's] his friend all the time his power	G x		VG	V+Nom+Adv	ottitui contum al etiam de odire sopul ei	R-E	[word order]
	269	his husband's	G her → his	his	Inflex	Compos. figure (Gender)	-(al) sopulul ei meo.		[probably distinction]
	270	his parent's	G her → his G -s' → 's	his	Inflex Inflex	Compos. figure (Gender) Nom inflex (Case)	-(al) pkr-inflex ei	R-E	[probably distinction]
	271	running in the street	G along → in	in	Prep.	Prep(along)	-(fugit) pe stre- da	R-E	[conf. prep. synt.]
	272	she took the young wife's hand into her	G her → her	her	Nom	Poss Pron	-(Ea) a iust mias tineret sopul intr-a ea	R-E	[conf. adj. poss. pron. poss.]
TM 194	273	not any word	G a → any		RG	Det(a)	-nici un singur cuvint	R-E	[emphatic use of any as equivalent to R. singular]
	274	to broke [...]	G break → broke	broke	V	V inflex	-sē rupā [...]	R-E	[conf. irreg. V forms]
	275	she was thinking upon what [...]	G about (of of) → upon	upon	Imp.	Prep (about of)	-(tea) se gindea la [...]	R-E	[conf. prep. synt.]
	276	she would tell to her mother	G + to	to	VG	V + Hom ₂	-li va spune mamei ei	R-E	[infl. other R. const. i speak to]

1	2	3	4	5	6	7	8	a	9	b
MA 198	277	Mr. and Mrs. B were married for 3 months	G -(have+en)		Aux	Aspect (have+en)	-dl. et dne. B eran chet for 1.1 de 3 luni	R-E [Infl. R. constr.]		
	278	of little misander- standing	G -the		WG	Det+Adj+N	-a micilor ne- interier	R-E [Infl. other E. expr. /		
	279	as usually happens	G -it		JI	WG+VC	-aga cum se in- timpa de obicei	R-E [Infl. impers. constr. in R. without subj.]		
	280	of late Mr. B got the habit	G -(have+en)		Aux	Aspect (have+en)	-dl. B. chetase obiceiul	R-E [Infl. R. simple tense]		
	281	to care for his wife's anger	G about+ for		Phr.	V ₁ +Prep+Nom	-sa-i pese de mânia sotiei sale	R-E [conf. to care for to care about]		
	282	she <u>was</u>	G ran+run		Aux	Tense(Past)	-ea fugi	R-E [conf. irreg. V. forms]		
	283	deep interested	G -ly		Adv G	Adv G+P Part	-foarte profund interesat	R-E [Ident. form in R. for Adj/ adv]		
	284	she <u>made</u> up her mind	G -(have+en)		Aux	Aspect (have+en)	-a decis	R-E [Infl. R. tense]		
	285	Mrs. was also reading just as her husband <u>used</u> to	G did+ used to		GV	Do rep.	-dne. S citea aga cum facea (obisnuia) si sotul ei	R-E [Hypercor.]		

1	2	3	4	5	6	7	8	a	9	b
NVD 200	286	none of them	G	neither- none	MG	Pron	-nol unj dntre el (dol)	R-E/Infl.R. indef. pron.]		
	287	Mrs. B <u>was</u> eating <u>nothing</u>	G	wasn't eat- ing any- thing → was eating nothing	Trans- form.	T. negative	-dne B nu mnce ninc	R-E/conf. syst. neg. rules]		
	288	Mr. B <u>was</u> also eating <u>nothing</u>	G	wasn't eat- ing any- thing either → was also eating nothing	Trans- form. VG	T. negative V +Adv	-dl. B nu mnce nol el ninc (optional: de seemches nu mnce ninc)	R-E [word order]		
GSM 98	289	Mrs. B thoughts <u>was</u> ...	G	- 's	W	nom Infl ex (Case)	-Gndurle dnei B erau le[...]	R-E [Infl. other R. constr. in R.]		
	290	Frightened of her daughter's tears	G	were → was	Infl ex	Concord feature (Number)	-asperlatde la- ormile kiced sae	R-E [Infl. R. constr.]		
	291	she was sure that he <u>will</u> ...	G	would → will	Pur. Vc	Prep (by)	-sra sigurd 'k el ye ...	R-E [Infl. R. sequence of tenses]		
	292	<u>such situation</u>	G	- a	MG	Predet+Det+ M	-o astfel de situatle	R-E/Infl. other E. constr. such objects]		

1	2	3	4	5	6	7	8	9
	293	Mr. and Mrs. B used to have breakfast	G	were hearing → used to have	Aux	Re-being	-dl el dne B igl juen mlonl deju	a Hypercor J
	294	arrived in a hurry, she rang the bell	G	ing → on	T embed	-ing	-poslt in grabk, R-E oe sunk	[Infl. R. constr. with part J]
B 673	295	took her into the house carefully	L	gently → carefully	W		-o conduse in oask oh blndeto	R-E [Conf. in the sem. field J]
B 197	296	among signs and tears	G	between → among	Phr.	Prep (between)	-prlnure susplne R-E el lacrlml	[Conf. among/ between]
MO 180	297	I can't tolerate such a behaviour	G	+a	MG	Det (δ)	-na pot tolere g astfel de oom portare	R-E [Infl. R. constr. with indef. art J]
	298	after listening her	G	-to	TC	V + Prep (to) + Nom	-duph ee g asoul th	R-E [Infl. R. constr. with V J]
	299	he explained that the habit is not uncommon	G	was → is	S	Aux (T)	-fl explod of oblcelul(acosta) m g neoblgnult	R-E [Infl. R. sequence of tense J]
	300	the lunch	G	+the	MG	Det (δ)	-prlnegl	R-E [Infl. R. constr. with def. art J]
BS 189	301	It's not the first time when he behaves like that	G	that → when	T rel	Rel pron	-Mu este prlna dax glnl el se oomporla astfel	R-E [Infl. R. constr. with def. art J]

1	2	3	4	5	6	7	8	a	9	b
	302	<u>all the story</u>	G	the whole-> all the story	MG	Det+Adj+N	-toată povestea	R-E	/conf. 911/ whole/	
	303	Mrs. B <u>stand</u> up from her chair	G	-Past	Inflex	V Inflex (Tense)	-dina B. s-a sculat de pe scaun	R-E	/conf. irreg. V form/	
	304	[...] <u>stand</u> up from her chair	L	+from her chair	-	-	-se ridică de pe scaun	R-E	/infl. R. red. dual. constr. /	
	305	<u>among</u> seats	G	between-> among	Prp.	Prep (between)	-printre scaune	R-E	/conf. among/ between/	
	306	He's <u>driven</u>	G	driven-> droven	Inflex	V Inflex (Past Part)	-(El) a condus (maşina)	R-E	/conf. irreg. V. form/	
	307	He doesn't <u>want</u> even	G	x	VG	Aux+Adv+V	-(el) nu vrea nici măcar	R-E	/word order/	
	308	<u>unexperienced</u>	G	in-> un	Adj	Adjectival	-lipsit de experienţă	R-E	/reg. rule of neg. adj. deriv. unkind/	
	309	He <u>likes</u> first of all to read	G	x	Cl.	Adv G+Nom+ VG	-îi place mai întâi să citească	R-E	/word order/	
BH 195	310	so I <u>couldn't</u> give him up of his habit	G	- make	VG	causative constr.	-astfel încît eu nu am putut să-l deservă de obiceiul lui	R-E	/infl. R. constr. /	
			G	+ of	VG	Vt+Nom		R-E	/infl. R. prep. /	

1	2	3	4	5	6	7	8	a	c	b
	311	during all these years, <u>since</u> we have <u>got</u> married	{ G	+ since been-> got	Phr. Aux	Rel constr. Aspect	-in toji acesiti ani de oind ne- am obsetoria -ne-am oăătorit -el a fost sur- dine de ce a vezut	R-E	[infl. R. conj]	
	312	He was surprised of what he saw	G	at-> of	Phr.	Prep(at)		R-E	[infl. R. constr.]	
PM 199	313	all the night	G	+ the	MG	Predet+M+	-toată noaptea	R-E	[infl. R. constr. with def. art.]	
	314	<u>said</u> she to herself	G	x	CI	MG+VS	-își spusese	R-E	[word order]	
	315	<u>it</u> is in it nothing	G	there-> it	Transform. T. there		-nu e nimic în aceasta	R-E	[conf. set phr. it is/there is]	
	316	her parent's flat	G	parents'-> parent's	Infler	Nom Infler (Case Number)	-apartamentul parinților ei	R-E	[conf. sg./pl. in the expr. of g]	
	317	<u>explaining</u> her	G	- to	VG	V1+prep(to) +Nom	-explicându-1	R-E	[infl. of other 5 constr. give her]	
	318	she <u>told</u> that	G	- her	VG	Vt+Nom1+ Nom2	- ea spusese că	R-E	[infl. R. constr. without I O]	
DR 251	319	the young Mrs. B <u>furiously</u> was <u>watching</u>	{ G	+the x	MG VG	Det (Ø) Aux+Adv+V	-tineră după B numere furiosă	R-E	[infl. R. constr. with def. art.]	
			G	x				R-E	[word order]	

1	2	3	4	5	6	7	8	9 a b
	320	I'm not <u>going</u> <u>stead</u> it	G	- to	T embed		-na voi suporta aceasta	R-E Infl. other B const. : M+V
	321	he <u>wanted</u> it	L	asked for it → wanted it			-el a <u>vrut-o</u>	R-E Infl. R. expr J
	322	conclusion one can jump <u>into</u>	G	to(at)→ into	Phrv	Prep(to)	-concluzie la care se poate ajunge	R-E Infl. exact expr J
	323	to read - <u>by</u> dinner- time	G	at → by	Phr.	Prep(at)	-a citi la ora mesel	R-E Infl. other E expr J nfl. J
	324	<u>disparation</u>	L	disappear- ance → disparation	W		- <u>disparitie</u>	R-E Infl. R. term J
MV 257	325	the <u>stocking</u> market	L	stock-market → stocking market	W		- bursa	R-E Infl. exact E expr J
	326	was telling me how much he <u>loves</u> me and how much he <u>will</u> love me	{ G G	- Fast -Fast(would)T	T embed Aux(Tense) embed Aux(Tense)		-imi spunea cit de mult <u>ma</u> <u>am</u> <u>beste</u> si cit <u>ma</u> <u>va</u> <u>inbi</u>	R-E Infl. R. sequence of tenses J
PA 263	327 328	I <u>go</u> to mummy he didn't <u>observe</u>	G L	- shall notice → observe	Aux W	M(shall)	-ma duc la mama -n-a <u>observat</u>	R-E Infl. R. const. with pres J R-E Infl. R. term J

1	2	3	4	5	6	7	8	9
								a b
PA 263	329	in the door she ~~stopped~~	{ L G } doorway → door x		V	VL+Adv	-in nek se opv	R-E Infl.R. option- al word order
FF 268	330	he was deeply sunk in its reading	L absorbed → sunk		V		-era gnfundat inf...j	R-E Ignor. exact meaning of to sink
	331	in the reading	G reading it → its reading		VG	Vt+Nom	-in oititil w (relating?)	R-E Infl.R. constr. with poss. j
	332	she stood up hoping that Mr.B. will notice	G would → will		Vc	Aux(Tense)	-ge riddid spe- find of d.l.B va observat	R-E Infl.R. sequence of tenses j
	333	I'll leave for my mother	G - 's		Ms	Nom. inflex (Case g)	-vol plece la mama	R-E Infl.R. constr. j
	334	never come home back	G x		VG	V+Part+Adv	-a nu se mai in- figura nicolada	R-E Hypercor. j
	335	I can't bear... j	G - Nom		V	Vt+Nom	-am mai poate suportu	R-E Infl.R. constr. without DOJ
	336	led her to the dining-room	G into → to		Phr.	Prep(into)	-o conduce la sufragariu	R-E Infl. R. constr. without DOJ s'at j

1	2	3	4	5	6	7	8	a	9 b
CH 269	337	she did not forget to <u>make up</u>	G + her face		VG	Vt+Nom	-nu a uitat <u>să</u> <u>se machieze</u>	R-E	[Infl. R. constr. without DO]
	338	asked her what <u>has</u> <u>happened</u>	G + Past		V _G	Aux	-a întrebat-o ce R-E- <u>s-a întâmplat</u>	[Infl. R. tense]	
	339	seeing her father <u>read</u>	G - ing		T embed	- ing	-văzînd pe tatăl ei <u>citînd</u>	R-E	[Infl. E. constr. V+V]
SE 285	340	Whom does he <u>take me?</u>	G - for		VG	Vt+Nom ₁ + Prep+Nom ₂	-drept cine <u>mă</u> <u>î</u> (el)?	R-E	[Infl. R. constr.]
	341	<u>ostentatively</u>	L ostentatiously → ostentatively		W		- <u>ostentativ</u>	R-E	[Infl. R. term]
	342	leaving <u>there</u> her <u>husband</u>	G x		VG	Vt+Nom+Adv	-lăsaîndu-și <u>acolo soțul</u>	R-E	[optional word order]
	343	throwing things <u>in</u> her bag	G into → in		Phr.	Prep(into)	-aruncîndu-și lucrurile <u>în</u> geantă	R-E	[Infl. R. prep. due to formal similarity]
	344	gets out <u>from</u> the house	G of → from		Phr.	Prep(of)	-iese din casă	R-E	[conf. from/of]

1	2	3	4	5	6	7	8	9
								a b
345	Who <u>he</u> <u>thinks</u> I am?		G	- do	T interrog. Aux		-cine crede(r1) oñ sin? Zk(r) desgues	R-E /infl. R. subst. log. dñstif
346	<u>disgustful</u> paper		L	disgusting- disgustful	W	Affix	- thvor	R-E /infl. other adj. forms: careful
347	what a fool <u>was</u> I to <u>support</u> him		{ G E	x bear-→ support	Cl W	Nom+V	-ce procastñ foet(eu)sk-1 support	{ R-E /word order R-E /infl. R. term
348	bursts <u>in</u> tears		G	into-→ in	Phr.	{V1+} Prep (into)+ Nom	-lzbomñ <u>in</u> la- orñd	R-E /infl. R. prep. due to formal similarity
SS 289								
349	She couldn't bear <u>any longer</u> this <u>habit</u>		G	x	VG	Vt+NG+AdvG	-nu putea sñ meñ suporñe adest obñed	R-E /word order
350	go to <u>the</u> hell		G	+the	NG	Det Ø	-du-te la drcouñ R-E /infl. R. expr. R-E /infl. R. expr. go to the devil	
351	you can't do anything else <u>than</u> reading		G	but-→ than	Phr.	Conj. (but)	-nu poñ face altocvñ deoñt sñ altcññ	R-E /infl. R. conj

1	2	3	4	5	6	7	8	9
	352	you can't do anything else than <u>reading</u>	G	read → reading	R embed		-s.a.	R-E/hypercor J
SS 289	353	she left <u>furiously</u> <u>the room</u>	G	x	VG	Vt+NG+AdvG	-pérkai <u>furioush</u> camera	R-E/word order J
	354	<u>reached finally</u> the house	G	x	VG	Vt+NG+AdvG	-ajunse in <u>effir</u> <u>git</u> acasá	R-E/word order J
	355	would read <u>all day</u> <u>long the newspaper</u>	G	x	VG	Vt+NG+AdvG	-ar oití <u>toná</u> <u>zina siera</u>	R-E/word order J
IR 290	356	<u>the old Mrs.S.</u>	G	+the	NG	Det (Ø)	-bátrina <u>and</u> S.	R-E Infl.R.constr. with def.art J
	357	telling how terrible <u>is that husband</u>	G	x	CI	NG+VG	-povestind ce imposibil a acést sot	R-E/word order J
	358	her energy is spent <u>within dishes</u>	G	among → within	Phr.	Prep(among)	-figi cheltulegite energla p'vntes. ferfurrl	R-E/conf.prep. syst J
	359	Mr.S.was sitting <u>round</u> the table	G	at → round	Phr.	Prep(at)	-di S.státea la masá	R-E/conf.prep. syst J

1	2	3	4	5	6	7	8	a	9 b
	360	about <u>the</u> women's protest	G	+the	RG	Det Ø	-despre protes- tul <u>femeilor</u>	R-E/Infl.R.constr.	with def.art J
IR 291	361	I can't <u>bear</u> any more	G	-it	VG	Vt+Nom	-nu mai pot <u>su- porta</u>	R-E/Infl.R.constr.	without DOJ
	362	If he <u>don't</u> look	G	doesn't → don't	Infl.ex.	V Infl.ex (Person)	-dăcă nu se uită (ei)	R-E/conf.Infl.ex V	doJ
	363	<u>thought</u> she	G	x	CI	RG+VG	- <u>findi</u> ea	R-E	[word order]
	364	was <u>frighten</u>	G	-ed	Infl.ex	V Infl.ex (Part)	-era speriată	R-E	[reg. ipart. rule for other V: spoken]
	365	Is <u>it</u> anything wrong with you...J	G	there → it	T there		-ți s-a întâmplat ceva rău	R-E/conf.set fur.	it is/there is J
	366	<u>said</u> she	G	x	CI	RG+VG	-spuse ea	R-E	[word order]
	367	said <u>him</u> for many times	G	-to	VG	Vt+to+Nom	-l-am spus de mai multe ori	R-E/Infl.other E.	constr. <u>fell</u>
	368	<u>for</u> many times	G	+ for	Phr.	Prep(Ø)	-de mai multe ori	R-E	^{high} Infl.other E. constr. <u>for</u> the first time J

1	2	3	4	5	6	7	8	9 a b
	369	what <u>shall</u> do I	G	x	Interrog. Simple Interrog.	- ce sã fac eu	R-E[word order]	
	370	<u>said</u> her mother	G	x	Cl	-spuse mama ei	R-E[word order]	
CM 297	371	<u>his</u> husband	G	her → his	Inflex Gender/fem.	-soful ei	← V.o.c. (probably distraction)	
	372	<u>frozen</u> tea	G	frozen → frozen	Inflex Verbal(past- part.)	-ceal rece	R-E [reg.: <u>sized</u> , etc.]	
	373	<u>burst</u> into tears	G	+aff.	Inflex Vinflex (Tense)	-a izbucnit în lacrimi	R-E [reg.: <u>sized</u> , etc.]	
	374	from <u>under</u> the papers	G	behind → under	Phr. Prep(behind)	-din dinl ziarul	R-E [conf. <u>under</u> / <u>behind</u>]	
	375	being so attentively <u>listened</u>	G	-to	Phr. (V+) Prep(to)	-flind ascultatã att de atent	R-E [infl. R. constr.]	
	376	she <u>knew</u> now	L	learned → knew	W	-stia acum	R-E [infl. R. term]	
	377	she knew now he <u>has</u> the same habit	G	-Past	Aux Tense(Past)	-stia cã are acee- lași obicei	R-E [infl. R. sequence of tenses]	

1	2	3	4	5	6	7	8	a	9 b
BO 246	378	reading the newspapers	G	his → the	Det	Poss Adj	că citească ziarele	R-E	[infl. constr. with def. art.]
UL 249	379 380 381	amazed by her husband I told him <u>thousand</u> <u>times</u> he would <u>pay</u> more <u>attention</u> than he <u>does</u> now	G G G	at → by - a - to me	Phr NG YG	Adj+Prep (at) Det(s) (V ₁ +Nom ₁ +) Prep(to)+ Nom ₂	--uimită de so- ful ei --I-am spus de mă de ori --imi dădea mai multă atenție decît acum	R-E R-E R-E	[infl. R prep] [infl. R expr.] [probably infl. expr. without IO: pay atten- tion]
PS 250	382 383	started his reading on that day the weather was fine	G G	+ his + on	NG Phr	Det. Prep.	--a început cîntul --în ziua aceea vremea era fru- moea	R-E R-E R-E	[infl. R refl. constr.] [infl. R consty] [infl. other E expr: on Sun- day]
	384	invited her in the dining room	G	into → in	Phr	Prep(into)	--o invită în sufragerie	R-E	[infl. R prep. due to formal similarity]
PD 253	385 386	cast a glance to him she hoped her mother would know what is to do	G G	at → to to be done T pass → to do	Phr T pass	Prep (at) (be+en)	--îl aruncă o privire --esperă că mama va ști ce e de făcut	E-E R-E	[conf. to/at] [infl. expr: what to do?]
	387 388	tears were running on her face the house of her parents	G G	down on her parents' house → house of her parents	Phr NG	Prep (down) T poss	--lacrimi îi curgeau de față --case părinți- lor ei	R-E E-E	[infl. R prep.] [infl. other E constr. in E]
PG 260	389	as usually	G	+ ly	W	Base (Adj)	--de obicei	E-E	[contam: as usual+usually]

1	2	3	4	5	6	7	8	a	9	b
	390	her husband, who <u>I</u> read the newspaper	G	-(being)	Aux	(being)	-soful ei care <u>I</u> citez si- rul	R-E	Infl.R tense	
	391	I'm going to leave to my mummy	G	for to	Phr	Prep(for)	-Am si plec la mamica	R-F	Infl.R prep	
	392	<u>I</u> leave to my mummy	G	's	Inflax	R inflax (case)	-plec la mamica	R-E	Infl..R constr	
	393	glance to	G	at to	Phr	Prep(at)	-a se uita la	R-E	Conf. to/at	
	394	no matter how <u>enrag-</u> <u>ed</u> are	G	-RC(women)	Cl	RC+VG	-oricit de <u>u-</u> <u>ribose</u> sint (fe- meile)	R-E	Optional lack of subj in R	
MF 267	395	all the husbands are alike	G	+ the	NC	Det (s)	-toti sotii sint la fel	R-E	Infl.R consti- with def.art.	
	396	(he) <u>disagreed</u> this manner	G	-with	VG	V ₁ +Prep(with) +Rom	ta acest mod	R-E	Infl.R constr V ₁	
	397	<u>I</u> had become a habit for Mr. Brown	G	with for	Phr	Prep(with)	-devenise un obicei pentru dl. Brown	R-E	Infl.R prep	
NE 271	398	She expected her hus- band to finish the reading	G	+ the	NC	Det	-Astepta ca so- tul ei sa termi- ne cititul	R-E	Infl.R constr	
	399	as he would not <u>give</u> <u>up</u>	G	- it	VG	V ₂ +Rom	-deoarece el nu voia sa re- nunte	R-E	Infl.R constr without DO	
	400	she found <u>his</u> father	G	her this	Poss adj	Concord (gender)	-sa l-a gasit pe tatal ei	V.o.d.	Conf. distractio	
	401	disconsideration to- wards an elementary rule	G	oftowards	Phr	Prep(of)	-lipsa de con- sideratie fata de o regula ele- mentara	R-E	Infl.R option- al constr. with equiv. of to- wards	
	402	<u>I</u> got so angry that <u>packed</u> up	G	-Rom	Cl	Rom+VG	-se supara aga- de tare incit impacheta	R-E	Infl.R constr without subj	

1	2	3	4	5	6	7	8	a	9 b
	403	she realized that all G husbands <u>have</u> the same habits	G	- Past	T emb	Aux, Tense)	--gl-a dat see- ma cã tofi sofi au același obi- cei --nu trebuia să se supere	R-E R-E E-E	/infl.R se- quence of ten- ses/
	404	she <u>must</u> not be an- ery	G	should → must	M	should		R-E E-E	/E must felt as usual equity of R a trebuit/ /conf.W syst./
DP 272	405	It was <u>at</u> three o' - clock	G	+ at	Prp	Prep	--era la ora 3	R-E	/infl.R pred/
	406	(He was) reading <u>new</u>	G	- the	NG	Det(the)	--citea ziarile	E-E	/hypercor./
	407	<u>Even</u> he didn't see	G	X	VC	Aux+Adv+Vb	--nici măcar n-a văzut	R-E	/word order/
	408	he didn't that I'm going /.../	G	- Past	Aux	Tense(past)	--n-a văzut că	R-E	/infl.R tense/
	409	I'm going to my mother	G	- 's	NG	Nom inflex (case)	--mă duc la ma- ma	R-E	/infl.R consti- without E./
	410	She covered the dis- tance between her house and mother's	G	- her	NG	Det (Poss)	--ea a parcurs distanța dintre casa ei și a ma- mei	R-E	/infl.R consti- without poss adj./
	411	in <u>few</u> minutes	G	- a	NG	Det(a)	--în câteva mi- nute	R-E	/infl.R consti- without indef. art./
	412	she asked Mrs. Brown what <u>happened</u> then	G	-(have+en)	Aux	(have+en)	--o întrebă pe Mrs. Brown ce s- a întâmplat apoi	R-E	/infl.R se- quence of ten- ses/
	413	she wanted to <u>divorce</u>	G	- NG	VC	V _t +Nom	--voia să divor- teze	R-E	/infl.R consti- without DO/

1	2	3	4	5	6	7	8	9
							a	b
PComp 71 I 653 ME 27	1	they met <u>with</u> some friends	G	+ with	VG	V _t + Nom	--i-au int ^{init} cu nite pri- teal.	R-E [infl.R.constr.]
MA 28	2	Mary is for the first time <u>in</u> Bucharest	G	I	AdvG	Adv _{p1} + Adv _t	-- Maria e pentru prima oara in Bucuresti	R-E [word order]
	3	she <u>have</u> heard	G	has → have	Inflex	Person (Concord)	-- ea a auzit	R-E [conf.has/have]
	4	Mary invites Ann at <u>a</u> coffee-bar	G	to → at	Phr	Prep(to)	-- Mary o invita E-E pe Ana la o cafetarie	R-E [conf.at/to]
	5	to have <u>together</u> a coffee.	G	I	VG	V _t + NC + AdvG	-- sa la impre- una o cafea	R-E [word order]
BM 1	6	we made <u>for</u> "Scala"	G	- the	NC	Det(the)	-- ne-am indrep- tat spre "Scala"	R-E [constr.in E with def.art. felt as redund, due to R. constr.with def.art.]
	7	dressed as it was the fashion <u>in</u> Shakespeare's time	L	in the fa- shion of → as it was the fashion in	Phr		-- imbracati asa cum era moda pe vremea lui Shakespeare	R-E [infl.R.optio- nal constr.]
PA 2	8	Yes, <u>quite</u> very much	G	+quite	AdvG	Intensif.	-- Da, foarte mult	R-E [hypercor.]
	9	It <u>with</u> DV made up a nice couple	G	and → with	Phr	Conj(and)	-- It facea un cuplu dragut cu DV	R-E [infl.R.constr.]
	10	Lo → made <u>up</u> a nice couple	L	+ up	V		-- s.a.	R-E [inadequate use of make up]

1	2	3	4	5	6	7	8	a	9 b
1									
VR 3	11 12	I can't see what is <u>your objection</u> the play is very interesting from point of view of the direction	G G	I - the	T emb NG	Nom + V Det(the)	--nu văd care este obiecția ta -- please este foarte intere- santă din punctul de vedere al regiei	R-E E-E	[word order] [conf.det.syst.]
DM 4	13 14 15	thing are put in a different way we were used to see things are[...] <u>we</u> <u>were used</u> we were used to see	G G G	- from + past Ing→to	Phr Aux Temb	Adj+Prep (from)+Rel. Tense(pres V _t +V(Ing)	--incururile erau prezentate foar- te diferit de ceea ce eram obșnuți -- incururile sunt [...] <u>deocit</u> <u>eram obșnuți</u> -- eram obșnuți să vedem	R-E R-E R-E	[hypercorr] [avoid.constr. withconj.] [infl.R.tense] [infl.R.constr.] [infl.R.constr.] [infl.usual E constr.V+V]
RD 5	16 17 18	after[...] <u>we entered</u> "Scala" we entered "Scala" you are a fool girl if you think [...]	L G G	went to→ entered - the foolish→ fool	NG NG W	Det(the) Adj.Aff	-- după aceea am intrat la "Scala" -- la "Scala" -- ești o (fată) proastă dacă crezi	R-E R-E R-E	[infl.R.constr.] [conf.sem.field: fool/foolish also due to formal simi- larity]
IA 21	19	to "Scala"	G	-- the	NG	Det(the)	-- la "Scala"	R-E	[constr.in E with def.art. felt as redund. due to R. constr.with def.art.]

1	2	3	4	5	6	7	8	9
								a b
	20	the great necessity of personality	G	for+ of	Prp	Prep(for)	--marrea nevoie de personalitate	R-E [infl.R.prep.]
	21	I agree you	G	- with	VG	V ₁ +Prep (with)+Nom	-- sint de acord cu tine	R-E [infl.other Constr.: I believe you]
SP 22	22	whose acting have you liked best	G	+(have+en) -past	Aux	Tense(Past)	--el cui joc ti-a placut mai mult	R-E [infl.R.tense]
	23	have you read the book before seeing the play?	G	+(have+en) -past	Aux	Tense(Past)	--el citit cartea inainte de a vedea piesa?	R-E [infl.tense structure in R:Aux + V] [conf.tense synt.]
BA 23	24	all the time he did not fail to L...	L	at all times --> all the time	Prp		--tot timpul L...	R-E [infl.R.expr.]
SA 24	25	enter "Scala"	L	go into+ enter	V		-- intru la "Scala"	R-E [infl.R.term.]
	26	enter "Scala"	G	- the	RG	Det(the)	-- la Scala	R-E [infl.R.constr.]
	27	we take two coffees	G	- s	R	R subcateG.	-- am luat două cafele	V.O.E. [probably distraction]
	28	we take two coffees and began to talk	G	- past	Aux	Tense(past)	-- am luat două cafele și am început să vorbim	R-E [conf.tense synt.]
FE 25	29	but I like also the boy	G	X	VG	(Nom)+Adv+ V	--dar imi place și băiatul	R-E [word order]
	30	she thought her lover married with other girl	G	+ with	VG	V ₁ + Nom	-- credea că iubitul ei s-a însurat cu alta fată	R-E [infl.R.constr.]

1	2	3	4	5	6	7	8	a	9
	31	she thought her lover married with other girl	G	-(have+en)	Aux	(have+en)	-- S.A.	R-E	[infl.R.form]
	32	married with other girl	G	another other	NG	Indef.Pron	-- S.A.	E-E	[conf.indef. pron.other/ another]
PL 26	33	we were to "Teatrul Mic"	G	at- to	Phr	Prep(at)	-- eram la "Teatrul Mic"	E-E	[conf.to/at]
	34	we were to "Teatrul Mic"	G	- the	NG	Det(the)	-- eram la "Teatrul Mic"	R-E	[const.in E with def.art. felt as redund due to R const. with def.art.]
	35	"Well" I said "have you enjoyed the performance?"	G	{+ (have+en) -past	Aux	Tense(past)	-- ei, am spus, ti-a plăcut please?	R-E	[infl.R.tense]
NA 29	36	I seldom go to thea- tre	G	- the	NG	Det(the)	-- rar merg la teatrul	R-E	[infl.R.form]
	37	It was an excellent performance, isn't it	G	- Past	Inter- rog	Tag quest.	-- a fost un spectacol exce- lent, nu-l asee?	R-E	[infl.R.expr]
	38	tell me the reasons of your not [..]	G	for → of	Phr	Prep(for)	-- spune-mi de- ce [..] (motivele refuzului tău)	R-E	[infl.optional R.const.with E]
	39	It's not the milieu of such a talk	G	for → of	Phr	Prep(for)	-- nu e locu- l potrivit pentru o asemenea dis- cutie	E-E	[reg.infl. rule of Eg. form after N]
	40	milieu of such a talk	L	proper place → milieu	W		-- S.A.	E-E	

1	2	3	4	5	6	7	8	a	9 b
TA 30	41	to see the version after Shakespeare's [...]	G	of after	Phr	Prep(of)	-- să vezi ver- siunea după [pleasa lui] Shakespeare	R-E	[infl.R.constr.]
	42	everybody was enthu- siastic with the new production	G	about with	Phr	Prep(about)	-- toți erau entuziasmați de noua produc- ție	E-E	[conf.Prep. syst.]
LD 6	43	at "Scale"	G	- the	NC	Det(the)	- la "Scale"	R-E	[constr.in E with def.art. felt as redund. to R.constr. with def.art.]
	44	a play which was much played	G	(have+en) + past	Aux	Tense(pres.) +(have+en)	-- o plesă care a fost mult jucată	R-E	[infl.R.tense]
	45	a play which was much played	L	be on for a long time → play much	Phr		-- plesă [..] mult jucată	R-E	[infl.R.expr.]
VL 7	46	I didn't see it neither in the theatre, nor on T.V.	G	either ... or → neither ...nor	S	T neg	-- nu am văzut-o nici la teatru, nici la TV	R-E	[infl.R.correl. conj.]
	47	it really is worth seeing it	G	+ it	VG		-- într-adevăr merită s-o vezi	R-E	[infl.R.constr. with DO]
OR 8	48	to say the truth	L	tell → say	W		-- ca să spun ade- vărul	R-E	[say felt as usual equiv. of R. a spun]
	49	I have enjoyed the scene with [..]	G	{+(have+en) - past	Aux	Tense(past)	-- mi-a plăcut scena cu [..]	R-E E-E	[infl. tense structure in R: Aux+V] [conf. tense syst.]

1	2	3	4	5	6	7	8	a	9 b
	50	one seemed to be a kind of a pirate	G	+ a	NG	Det(Ø)	- părea să fie un fel de pirat	E-E	-[conf.det. syst.]
CL 9	51	let's <u>take</u> an ice-cream	L	have+take	W		- să luăm o înghețată	R-E	[infl.R.term.]
	52	please, explain <u>me</u> [..]	G	- to	VG	V+Nom ₁ +Prep (to)+Nom ₂	- te rog; explică-mi	R-E	[infl.d.constr. without prep. in R.]
	53	even in the <u>choose</u> made by	L	choice→ choose	W	Base (N)	- chiar în alegerea făcută de	E-E	[conf.V/R]
	54	tell me <u>what</u> have you <u>liked</u> best	G	{+(have+en) - Past	Aux	Tense(past)	- spune-mi ce ti-a plăcut mai mult	R-E	[infl. R tense]
	55	tell me <u>what</u> have you <u>liked</u> best	G	I	Tem		- s.a.	E-E	[infl.B.word order in interrog.constr.]
IA 10	56	I <u>have</u> liked the costumes	G	{+(have+en) - Past	Aux	tense(past)	- mi-au plăcut costumele	R-E	[infl.tense structure in R; Aux + V]
	57	they were moving with G so much a grace	G	+ a	NG	Det(Ø)	- se mișcau cu atita grație	E-E	[infl.other constr. such a many]
	58	the lights were of a great importance	G	+ a	NG	Det(Ø)	- de o mare importanță	R-E	[infl.R.constr. with indef.art.]
CL 13	59	my opinion is that the actors <u>might</u> have worked <u>hardly</u> [..]	G	must+might	M	must	- păreau mea este că actorii trebuie să fi lucrat mult	E-E	[conf.M.syst.]

1	2	3	4	5	6	7	8	a	9 b
	60	have worked <u>hardly</u>	G	+ ly	W	Base	- au lucrât mult	E-E	[conf.hard/ hardly; also reg.]
	61	have worked hardly for this play	G	in → for	Phr	Prep(in)	- au lucrât mult; pentru această piesă	R-E	[infl.R.prep.]
DD 14	62	the lack of drama of the performance	G	in → of	Phr	Prep (in)	- lipsa de dra- matism & spec- tacolului	R-E	[infl.R.constr. with &]
CE 15	63	the birds were on <u>branches</u>	G	- the	NG	Det(the)	- păsările erau pe crengu	R-E	[infl.R.constr. without def. art.]
FP 16	64	to " <u>Scala</u> "	G	- the	NG	Det(the)	- la " <u>Scala</u> "	R-E	[constr.in E. with def.art. felt as redund. due to R.constr. with def.art.]
	65	I am delighted of what I saw today	G	by → of	Phr	Prep(by)	- sint încântat de ce am văzut azi	E-E	[conf.prep. synt: of /by]
MR 17	66	only then <u>we</u> will be able	G	I	T emph		- Numai atunci (noi) vom fi ca- pabili	R-E	[word order]
BL 18	67	to go at the "National Theatre"	G	to → at	Phr	Prep(to)	- să mergem la teatrul național	E-E	[conf.at/to]
MM 19	68	I like <u>the</u> cartoons movie	G	+ the	NG	Det(δ)	- îmi place filmul de desse- ne animate	R-E	[infl.R.constr. with def.art.]
	69	the cartoons <u>movie</u>	L	cartoons → cartoons movie	W		- filmul de de- sene animate	R-E	[infl.R.expr.]

1	2	3	4	5	6	7	8	9	5
OV 20	70	in fact were some of la Fontaine's fables that	G	-lt	Tlt (In- sertion)	Kom+V	-de fapit erau oiteva dinitre fabulele lui la Fontaine/...	R-E	linfl. R const. /
	71	we went to "Scala"	G	- the	Infler	V number	- la "Scala"	R-E	linfl. 3. plur. form of /
	72	I <u>always</u> am tired	G	I	VG	V +Adv+Adj	- (eu) s'nt intotdeauna obo- sit	E-E	linfl. 1. other const. with simple tenses I always worked
PM 154	73	<u>have</u> you <u>enjoyed</u> f...?	G	{+(have+en) -Past	Aux	Tense (Past)	-fi-a plăcut?	R-E	linfl. tense structure in R aux + V
	74	<u>asks</u> me Aure	G	- Past	Aux	Tense (past)	- mă întreabă Aure	R-E	linfl. histor- cal pres. in R
	75	<u>asks</u> me Aure	G	I	CI	Nom+VG	- mă întreabă Aure	R-E	[word order]
	76	<u>have</u> you <u>read</u> f...?	G	{+have+en -Past	Aux	Tense (past)	- ai citit f...?	R-E	linfl. tense structure in R aux + V
	77	I <u>read</u> only	G	I	VG	Limiter	- am citit doar	E-E	linfl. other E. const. I read only the book

1	2	3	4	5	6	7	8	9
	78	I enjoyed it more <u>now</u>	L	this time → now	V	Adv	- m-e plécut mal mult <u>acum</u>	a [infl.R.term.]
	79	I didn't <u>pay</u> <u>atten- tion</u>	G	- any	NG	Det(any)	- n-an det atenție	R-E [infl.E.constr. pay attention]
14 153	80	was very <u>well</u> in [..]	G	Good+well	Vb	V ₁ +Adj	- a fost foarte bine în	R-E [infl.R.constr. with Adv.]
	81	<u>the</u> Toma Caragiu	G	+ the	NG	Det(δ)	- Toma Caragiu	R-E [hypercor.]
	82	[..] " <u>Soala</u> " ...	G	- the	NG	Det(the)	- <u>Soala</u>	R-E [constr.in E with def.art. felt as redund. due to R.constr. with det art.]
	83	sixty years old man	G	+ s	NG	Adj G	- un bătrîn de 60 de ani	R-E [infl.R.constr. with plur.form.]
	84	in those hard times of new history	G	the+those	NG	Det(the)	- în acele tim- puri grele ale unei istorii noi	R-E [infl.R.constr. with dem.adj.]
	85	[..] of <u>new</u> history	G	- a	NG	Det(a)	- s.a.	R-E [conf-det.syst.]
14 162	86	reasons of your [..]	G	for → of	Phr	Prep(for)	- motivele [..] tale	R-E [infl.R.constr. with g]
	87	at the ends [..]	G	+ s	Inflex	R inflex (Number)	- la sfîrșit	R-E [probably distractio]
14 167	88	are going and <u>are</u> making	G	+ are	Coord	VG	- <u>mere</u> și fac	R-E [probably infl. R.str.with coord.compound forms: an mere și am făcut]

1	2	3	4	5	6	7	8	a	9 b
	89	impression <u>on</u> them	G	of + on	Phr	Prep(of)	impression <u>des- pre</u> el	R-E [infl. R. prep.]	
PE 155	90	of the XVIII-th cent. French society	G	+ the	- MG	Det(Ø)	- a/a1 socie- t��t�� franc��se din sec. 18	R-E [infl. R. constr. with def. art.]	
	91	I <u>liked</u> also	G	I	VG	Adv. G	- m1-a p��cut dens��ment	R-E [word order]	
II 663 TM 157	92	<u>Co:7</u> were to "Tea- trul Mic"	G	at�� to	Phr	Prep(at)	- au f��st la Teatrul Mic	R-E [conf. to/at]	
	93	to "Teatrul Mic"	G	- the	MG	Det(the)	- la Teatrul Mic	R-E [constr. in E with def. art. felt as redund. due to Reconstr. with def. art.]	
	94	did impressed <u>Co:7</u>	G	+ ed	V inflex		- a impresionat	R-E [hypercor.: avoid. of error in constr. with do; here pro- bably felt as emph.]	
	95	did convinced me	G	+ ed	V inflex		- m1-a conv��ns	R-E [hypercor.: avoid. of error in constr. with do; here pro- bably felt as emph.]	
	96	<u>such</u> man ...	G	- a	MG	Det(a)	-- (un)asemenes om	R-E [infl. R. optio- nal. constr.]	
								R-E [probably infl. R. constr.: such man]	

1	2	3	4	5	6	7	8	9
							a	b
CI 161	97	<u>as</u> to keep[...]	G	- so	Phr	Conj (so as)	- ca să (aga [...]) [...]	E-E [conf.as/so as]
	98	<u>so</u> to concentrate	G	- as	Phr	Conj(so as)	- ca să (aga [...]) [...]	E-E [conf.so/so as]
	99	<u>Richner</u> artistic purpose	G	- 's	Inflex	Minflex(case)	- intenția artistică a lui Richner	E-E [infl.other E constr.in E]
TA 156	100	two <u>coffee</u>	G	- s	Inflex	N inflex (Number)	- două cafele	*o.o.c. [probably distracting]
	101	<u>tonight</u> performance	G	- 's	Inflex	N inflex (case)	- spectacolul de seară -seară	E-E [infl.other E expr.morning newspaper]
	102	I am happy <u>as</u> they married	G	+ as	Phr	(Conj+)	- sint fericiți că (flindcă) s-au căsătorit	R-E [infl.R.constr.]
	103	to <u>dead</u> ...	G	die/dead	V	Base(V)	-	E-E [conf.die/dead]
	104	he married <u>other</u> girl	G	another	NC	Det (another)	- s-a căsă- torit cu alta fată	E-E [conf.indef. adj.:other another]
AA 160	105	<u>go</u> to <u>theatre</u>	G	- the	NC	Det(the)	[...] teatrul	R-E [infl.R.constr.]
TR 158	106	Jane and Mary <u>uses</u> to <u>go</u>	G	+ s	Aux	Concord	Jane și Mary obținusecă să merge	*o.o.c. [probably distracting]
			G	usually <u>go</u> + uses to <u>go</u>	VG	Asp. (frequentative)		E-E [conf.M.: used to]
EM 159	107	she <u>have</u> heard[...]	G	has/have	Inflex (Person and Number)	Concord	Ea a auzit	*o.o.c. [probably distracting]

1	2	3	4	5	6	7	8	a	9 b
	108	invites Ann <u>at a</u> [..]	G	to at	Phr	(V _t)+Prep (to)+Nom	- o invite pe Ann <u>le</u> [..]	E-E	[conf.at/to]
	109	to have together a <u>coffee</u>	G	I	VG	V _t +NG+Adv	- sè la impre- unà o caffè	R-E	[word order]
	110	<u>a</u> coffee	G	+ a	NG	Det(Ø)	-- a.a.	R-E	[infl.R.const. with indef.art.]
CM 153	111	a version <u>after</u> Shakespeare	G	of after	Phr	Prep.(of)	-- o versione dunà (plese Jul) Shakespeare	R-E	[infl.R.const.]
	112	ent/ustasio <u>with</u>	G	about-with	Phr	Prep(about)	-entusiasmat de	R-E	[conf.prep.syst.]
PR 164	113	the <u>absurd</u> of the situation	L	- ity	Aff	Nominal	- absurdu sù- fiei	R-E	[infl.R.term.]
	114	is dependent <u>from</u>	G	upon-from	Phr	Prep(upon)	- dependent de	R-E	[conf.prep. syst.]
SL 165	115	the images [..] <u>is</u> [..]	G	are is	Inflex	Concord (Number)	- imaginele sùnv.oc		[probably distraction]
PC 166	116	that kind of the <u>play</u>	G	a the	det	Indef.Art	Acel tip de ple- sà	R-E	[conf.in a/the use]
HC 207	117	Discus <u>about</u> [..]	G	+ about	VG	V _t +DO	-Discutà despre	R-E	[infl.R.prep.]
	118	a little too <u>more</u> cynic	G	much-more	Adj	Inflex	- puțin prea clic	R-E	[infl.R.expr.]
	119	more <u>cynic</u>	G	-al(Adj) - N	Aff	Adjectival	- clic	R-E	[conf.due to identity Adj N in R] ✓ other s adj: comic...]
	120	<u>Womens</u>	G	+ s	Inflex	Nom inflex (Number)	- femei	R-E	[reg.]

1	2	3	4	5	6	7	8	a	9
					Inflex	Nom inflex (Number)			b
PC 208	121	women <u>e</u>	G	+ s			-- s.a.	E-E	/s.a./
	122	he is a little too <u>more</u> <u>sync</u>	G	much+more	Adj	Inflex	-- el este puțin <u>prea</u> cînto	R-E	/s.a./
	123	common, let's go home	Orth	come on+ common			-- hai să mer- gem acasă	V.o.c.	/probably distraction/
	124	to discuss <u>about</u>	G	+ about	VG	V _t +Nom	-- să discutăm despre	R-E	/infl.R.prep/
	125	<u>at</u> <u>Scale</u>	G	- the	NG	Det (the)	-- <u>la</u> <u>Scale</u>	R-E	/constr.in.E with def.art. felt as redund due to R constr. with def.art./
	126	<u>on</u> my opinion	G	in + on	Phr	Prep(in)	- după părerea mea	E-E	/conf.prep. syst./
	127	I <u>saw</u>	Orth	saw+saw			- am văzut	V.o.c.	/probably distraction/
	128	I didn't <u>enjoy</u> a <u>little</u>	G	- it	VG	V _t +DO	- nu mi-a plăcut	R-E	/infl.R.constr/
	129	I liked <u>especially</u> the part	G	X	VG	N+Adv+V	- mi-a plăcut în special ro- tul	R-E	/word order/
	130	The scene was <u>wonder- ful</u> acted	G	- ly	W	Inflex.	- scena a fost jucată <u>minunat</u>	E-E	/conf.E.adv. Adj forms/
	131	let's finish <u>with</u> this ice	G	+ with	VG	V _t +DO	- să terminăm cu înghețata	R-E	/see also identity of these forms in R./
									/infl.R.prep/

1	2	3	4	5	6	7	8	9
								a b
1	132	<u>lee</u>	L	ice+cream- ice	W		- <u>încetăită</u>	E-E [conf.sem.field]
GI 211	133	<u>I liked best V.Seciu</u>	G	X	VG	V _t +DO+Adv. ↑	- mî-a plăcut cel mai mult V.Seciu	R-E [word order]
	134	the criticizing of the social conven- tionalism	G	+ the	NC	Det(Ø)	-critica con- venționalismului social	R-E [infl.R.constr. with def.art.]
	135	<u>on my opinion</u>	G	in → on	Phr	Prep(in)	- după părerea mea	E-E [conf.prep. syst.]
	136	a first <u>hand</u> cast	L	first rate → first hand	Set phr		- de mîna înfl	R-E [infl.R.expr.]
OM 213	137	<u>the play last night</u> was on	G	- which	T rel	Relpron.	- piesa care s-a jucat seara trecută	E-E [analogy: the car I bought]
	138	<u>the play last night</u> was on	G	- X	VG	V+Adv _t	- s.a.	E-E [infl.other B.constr.: N +Attributive without con- nective]
	139	this, I guess, it's a remarkable thing	G	+ it	CL	Nom+VG	- asta e [ceva] remarcabil	E-E [hypercor. infl.E.expr. it is.]
	140	the play <u>in</u> itself	G	+ in	Phr	Prep(Ø)	- piesa <u>în</u> sine	R-E [infl.R.expr.]
PA 219	141	Performance <u>with</u> the "Rhinoceeros"	G	of → with	Phr	Prep(of)	- spectacolul <u>cu</u> "Rhinoceerul"	R-E [infl.R.prep.]

1	2	3	4	5	6	7	8	9
								a b
	142	as <u>usually</u>	G	+ ly	W	Base(Adj)	-- ca de obicei	E-E /Contam. as usual+ usually/
	143	<u>asked my friend</u>	G	I	Cl	Nom+VG	- a întrebare prietenul meu	R-E /word order/
	144	such a play as the Rhinceros <u>is</u>	G	+ is	T comp		- o asemenea piesă cum e Rhincerosul	R-E /infl.R.constr./
	145	the realm of <u>theatre</u>	G	- the	NG	+ Det(the)	- domeniul teatrului	R-E /conf.use art./
	146	but the time flew	G	+ the	NG	+ Det(Ø)	- dar timpul a zburat	R-E /infl.R.constr./
	147	took the <u>determination</u>	L	decision- determination	W		- a just hotărâre	E-E /sem.conf. with to determine/
BO 227	148	played <u>in modern manner</u>	G	- a	NG	Det(a)	- jucată în manieră modernă	R-E /infl.R.constr. without art./
	149	<u>King's</u> Knights	G	- the	NG	Det(the)	- cavalerii regelui	E-E /infl.E.expr. King John/
	150	<u>did</u> so much noise	L	made→did	W		- făceau atât zgomot	E-E /conf.do /make/
	151	<u>after</u> my opinion	G	in → after	Phr	Prep(in)	- după părerea mea	R-E /infl.R.expr./
	152	Constantin <u>in</u> King Lear	G	as → in	Phr	Prep(as)	- Constantin în Regele Lear	R-E /infl.R.prep./
	153	so <u>much</u> articles	G	many → much	Inflex	Concord. (Number)	- așa multe articole	E-E /conf.Ejch/ many

1	2	3	4	5	6	7	8	a	9
MS 228	154	what a life are we <u>leading</u>	G	X	Cl	Nom+VG	-ce viață ducem	E-E	/infl. word order in interog. constr./
	155	you <u>would</u> better	G	should → would for me → on my shoulders	N	should	-ai fi preferat	E-E	/conf. syst. W./
	156	too much responsibility on my shoulders	L		Phr	Prep(for) + Nom	- prea multă răspundere pe umerii mei	R-E	/infl. R. expr./
	157	stop being <u>haunted</u> by	L	obsessed with → haunted by			- încetează să mai fi obsedat de	E-E	/conf. sem. field; proba- bly also hyper- cor.: avoid. of term similarity R. obscure
	158	I have a lot problems <u>with my pupils also</u>	G	- of	Phr	Prep(of)	- am o mulțime de probleme și copiii mei	E-E	/infl. other E constr. with optional prep.: dozen /of/people/
	159	I am very sad to see that never the same <u>thing happens</u>	G	X	VG	Adv	- s.a.	E-E	/word order/
	160	I don't think you are able to remember <u>some- thing</u>	G	anything → something	W	Nom+Adv	- îmi pare rău să constat că niciodată nu se întâmplă aceleși lucruri.	E-E	/word order/
	161	I hope at least you <u>remember</u>	G	x	VG	Adv. G	- sper că cel puțin îți amîn- tești	R-E	/word order/

1	2	3	4	5	6	7	8	9	
								a	b
IM 231	162	<u>In a Saturday evening</u>	G	on → in	Phr	Prep(on)	- <u>intr-o</u> <u>simbătă</u> seara	R-E	[infl.R.prep.]
	163	<u>cofeteria</u>	L	cafeteria → cofeteria	F		-cofeteria	E-E R-E	[probably con- tam. R cofetărie + E cofee + cafeteria/
	164	<u>I had last night with</u> <u>my friend a discussion</u>	G	my friend and I had [...] I (had) with my friend	Cl	nom+VG	-(eu) am avut ieri seară cu prietenul meu o discuție	R-E	[infl.R.constr.]
	165	<u>I had last night with</u> <u>my friend a discussion</u>	G	X	VG	AdvG	- s.a.	R-E	[infl.optional word order in R]
EM 210	166	<u>[...] was on the last</u> <u>week</u>	G	+ the	NG	Det(the)	- <u>a</u> jucat <u>șah</u> <u>într-o</u> <u>trecură</u>	R-E	[infl.R.constr. with def.art.]
	167	<u>the play was betterly</u> <u>performed</u>	G	+ ly	W	Infl.ex.	- piesa a fost jucată mai bine	E-E	[reg.]
	168	<u>[...] arrived at Scala</u>	G	- the	NG	Det(the)	- am ajuns <u>la</u> <u>Scala</u>	R-E	[infl.R.constr.]
AA 223	169	<u>at Scala</u>	G	- the	NG	Det(the)	- <u>la</u> <u>Scala</u>	R-E	[infl.R.constr.]
	170	<u>The picture was on</u> <u>the last week</u>	G	+ the	NG	Det(Ø)	- filmul a rulat <u>septămâna</u> <u>tre-</u> <u>cuită</u>	R-E	[infl.R.constr. with def.art.]
	171	<u>on my opinion</u>	G	in → on	Phr	Prep.(in)	- <u>dună</u> <u>părerea</u> <u>mea</u>	E-E	[conf.prep. syst.]
	172	<u>the play was betterly</u> <u>performed</u>	G	+ ly	W	Adv infler	- piesa a fost jucată <u>mai bine</u>	E-E	[reg.]

1	2	3	4	5	6	7	8	9 a b
DL 230	173	<u>For why are you</u> <u>against me in a</u> <u>dancing mood</u>	G	X	Cl	Nom+VG	--de ce esti <u>tu impotriva</u> <u>mea?</u>	R-E [word order]
MC 209	174 175	I didn't understand it <u>too well</u> to see it <u>for the</u> second time	G G	well- enough too well a the	VG Det MC	Adv. Intens. Det(a)	- n-am inteles <u>prea bine</u> - <u>am o vizi</u> <u>pentru a doua</u> <u>oara</u>	R-E R-E [infl. R. expr.]
MC 212	176	<u>That's the reason I'm</u> <u>dissatisfied</u>	G	- why	T rel	Rel	- Acesta e moti- vul pentru care sint nemulumit - este in sadu sa - <u>este de ace-</u> <u>esti parere cu</u> mine - o noua viziune <u>asupra lui Sh.</u>	R-E R-E R-E R-E [conf. other constr. with deletion of conj: I think he will come] [infl. R. expr.]
	177	it is <u>in vain</u> to tell	L	useless in vain	V			
	178	of the same opinion <u>with me</u>	G	as with	Phr	Prep(as)		R-E [infl. R. prep.]
	179	new view upon Shakespeare	G	of upon	Phr	Prep(of)		R-E [infl. R. prep.]
	180	desire of peace	G	for of	Phr	Prep(for)		R-E [infl. R. prep.]
	181	desire of power	G	for of	Phr	Prep(of)		R-E [s.e.]
MC 214	182	you didn't <u>say</u> me your name	L	tell say	W		-nu mi-ai spus numele	R-E [say felt as usual equiv. of R a spune]

1	2	3	4	5	6	7	8	9 a b
PV 215	183	It was last month <u>when</u> I was to go.	G	that→when	T emph	Conj.(that)	-luna trecută a, treburit să mă duc	R-E [use of R cinderella in constit. with temp.meaning.]
	184	I <u>together</u> with my friend	G	and→ together with	T coord	Conj.(and)	-eu împreună cu prietena mea	R-E [infl.R.constit.]
	185	the stage <u>decorum</u>	L	scenery → decorum	W	-	-decorul	R-E [infl.R. term.]
	186	were not so <u>good</u> played	G	well→good	W	Base	-nu erau așa de bine jucate	E-E [conf.E. decorum]
	187	<u>asked my friend</u>	G	X	Cl	Nom+VC	-a întrebat prietena mea	R-E [word order]
	188	<u>at the beginning</u>	G	in → at	Phr	Prep(in)	-la început	R-E [infl.R.expr.]
LG 216	189	I'll go now to buy the <u>tickets</u>	G	X	VG	V ₁ +Rm1C+ Adv.	-Am să mă duc acum să cumpăr bilete	R-E [word order]
	190	did you <u>enjoy</u> really	G	- it	VC	V ₂ +DO	-fi-a plăcut intr-adevăr	R-E [infl.R.constit.]
	191	how <u>gifted</u> can be this <u>girl</u>	G	X	T inter- rog	VG	-cit de talen- tată poate fi fata asta.	R-E [word order]
	192	<u>extraordinary</u> fitted	G	- ly	Inflex	Adv.Inflex.	- Extraordinar de potrivit	R-E [conf.E.deriv.]
	193	She is <u>optimism</u>	G	optimistic→ optimism	Adj	Adjectival	- ea este opti- mistă	R-E [infl.R.word. optimist and probably dis- traction optimist-optimism]

1	2	3	4	5	6	7	8	9
								a b
VN 217	194	you had to stand <u>on</u> <u>que.</u>	G	in on queue → que	Phr W	Prep(in)	-să stai la coadă - s.a.	R-E [infl. R constr.] R-E [ignor.orth.]
	195	went to <u>Socla</u>	G	- the	NG	Det(the)	- s-a dus la <u>Socla</u>	R-E [art.felt as redund.due to R.constr. with def.art.]
	196	<u>wright</u> player	L	playwright -wright player	W		-dramaturg	R-E [analogy: record player +contant-play wright +wrighter]
AHA 220	197	"Cluta" is the last play I saw together with my friend Ioana.	G	my friend and I saw together	Record	Nom.	-Cluta este ultima piesă pe care am văzut- o împreună cu prietena mea I. -mi-a spus Ioana	R-E [infl. R.constr.]
	198	told me Ioana	G	X	CL	NG+GV	-fapt de o mare sensibilitate	R-E [word order]
	199	girl of a great <u>sensi-</u> <u>bility</u>	G	+ a	NG	Det(Ø)	-sensibilitate	R-E [infl. R.constr. with indef.art.]
	200	<u>sensibility</u>	L	sensitivity → sensibility	W		-sensibilitate	R-E [infl. R.term]
	201	tragic and	G	+ a1	AGR	Adjectival	- sfârșit tra- gic	R-E [reg.]
	202	<u>asked</u> me my friend	G	X	CL	Nom+VG	- m-a întrebat prietenul meu	R-E [word order]
NA 221	203	the play finished and now everybody goes home	G	+past -(have+en)	Aux	Tense(press) (have+en)	-pleasa s-a terminat și acum toți merg acasă	R-E [infl. R.sequence of tenses]

1	2	3	4	5	6	7	8	9 a	b
	204	A orange juice	G	an → a	NG	Det (an)	- un suc de portocal - mergi la Scala	V.O.C. R-E	/probably distracting/ /constr. in E with def.art. felt as redund. due to R.constr. with def.art./
	205	Go to <u>Scala</u>	G	- the	NG	Det (the)			
TG 224	206	we went to <u>Scala</u>	G	-the	NG	Det(the)	-ne-am dus la <u>Scala</u>	R-E	/s.a./
	207	nowhere <u>you can find</u>	G	X	Temp	Adv+Aux+Nom	-nicăieri nu poți găsi	R-E	/word order/
	208	a best ice-cream said <u>my friend</u>	G	better → best	T comp	inflex.	- o înghețată mai bună	R-E	/conf. compar. syst./
	209	They told us they were at the theatre <u>too</u>	G	-(have+en)	Aux	(have+en)	-au spus că au fost și ei la teatru	R-E	/lack of cont asp in R./
	210	<u>abandonate</u> her husband	L	abandon → abandonate	W		- și-a <u>abandonat</u> soful	R-E	/infl. R. formally similar term/
ZD 226	211	this makes the play <u>to appeal</u>	G	+ to	to deletion	Make+V	- asta face ca piesa să facă apel la.../	E-E	/analogy: ask him to do.../
	212	personality cut off from the <u>reality</u>	G	+ the	NG	Det(Ø)	- personalitate desprinsă din realitate	E-E	/conf. use of art./
	213	<u>stage collective</u>	L	troup → stage collective	W		- colectivul artistic	R-E	/infl. R. expr./
	214	the fact that <u>author [...]</u>	G	- the	NG	Det(the)	- faptul că autorul [...]	E-E	/conf. use of art./

1	2	3	4	5	6	7	8	9 a b	
MO 229	215 216	"Tango at Nice" and at TV	G G	in - - the	Phr NG	Prep(in) Det(the)	"Tango la Nisa" gl la televizi- une - s.a.	R-E R-E R-E R-E	[infl.R.prep] [infl.use R. art] [infl.R.prep] [infl.R.prep]
	217	in such occasions	G	on - on in.	Phr Phr	Prep(on) Prep(on)	in asemenae oazea	R-E	[infl.R.prep]
	218	surpassed my expecta- tion	G	- e	Infler Infler(Pl)		-mi-a intreaut ajtephrile	V-oc	[probably distractio]
	219	teacher of unknown language	G	- an	NG	Det(an)	- profesor de o limba necunos- cuta	R-E	[reg.:teacher of French]
	220	explain me	G	- to	V	V _t +Nom ₁ +to+ Nom ₂	- explic-mi	R-E	[conf.prep syst.]
	221	I mean the milieu is that confines him	G	- it is the T emph milieu that the milieu is that			- Cred ca mediul este cel care il limiteaza	R-E	[word order and omission of impers. constr.due to R]
LE 233	222	he didn't understand all	G	everything fall	W	pron.	- nu infelegam total	R-E	[infl.R.pron.]
	223	it was a Good play and liked him	G G	- he it him	Cl VG	Nom + VG VT + Nom	- era o piesa buna gl 3-a placut	R-E R-E	[conf.everything/ all] [infl.R.constr.]

1	2	3	4	5	6	7	8	9
	224	wanted to <u>transmit</u> us	G	- to	Phr	V ₁ +Prep+ Nom	- vola <u>se</u> <u>de</u> <u>transmit</u>	R-E [Infl.R.constr. without prep.]
CR 257	225	are subjected to the conventions and routine	G	+ the	Ng	Det (S)	- sint suppose conventi ^{on} il ^{or} si routine ¹	R-E [Infl.R.constr. def.art.]
	226	the actors did their <u>part</u>	G	- s	Inflex	Concord	- si-en juant rolurile	V.o.d. [probably distraction]
	227	the actors <u>did</u> their part	L	acted & did			- s.a.	R-E [ignor.exp.r.i probably Infl. other exp.r.i did his job]
PM 218	228	They <u>were</u> obliged to pay	L	had to pay & were obliged to pay	VG	M	- su foet obli- gati <u>sa</u> pla- teack	R-E [Infl.R.constr.]
	229	Keen <u>in</u> choosing	G	on & in	Phr	Prep(on)	- dornic <u>se</u> aleag ^x	R-E [conf.prep.syst.]
	230	to <u>say</u> you	G	- to	VP	V+ to + Nom	- se-tl spun	R-E [Infl.R.constr. without prep.]
	231	in contradiction to his <u>L.o.v</u>	G	with & to	Phr	Prep(with)	- in contradic- t ^{ion} <u>cu</u> [L.o.v]ul	R-E [Infl.other E L-E constr.: tell you] [analogy : in relation to]
ID 233	232	<u>Spectacle</u>	L	show-> spectacle	W		<u>spectacol</u>	R-E [Infl.R.term.]

1	2	3	4	5	6	7	8	9
								a b
	233	one could say when watching her so furious either that she was in a state of fury L..H	G	- being	Aux	(being)	- e-ar fi putut spuna, vazind-o alit a, furioasa fie ca e-a intr-o stare agitata..j	R-E [infl. R. const. without a fl/ to be]
MI 234	234	we went afterwards to the sweet shop "Scala"	G	X	AdvG	Adv pl+Adv	- ne-am dus pe urme la cofetaria Scala	R-E [word order]
	235	embodied skillfully the main character	G	X	VC	V _t +Nom+Adv.	- a intruchipat cu mlaestrie eroiul principal	R-E [word order]
	236	he said he couldn't have find any joke in it	G	found+find	Inflex	V inflex(tense)	- a spus ca nu exista nimic de ris	R-E [conf. irreg. forme]
	237	there are all of these stupid	G	X	Aux	(have+en)	-	R-E [infl. E. constr. V+V]
	238	there are all of these stupid	G	+	CI	Nom+VC	-(Ei) sint cu totii propti	R-E [word order]
	239	be ironical with me	G	there	Phr	Prep (to)	- s.a.	R-E [infl. E. constr. V+V]
	240	let have a talk	G	to with	Phr	Phr	- ironic cu mine	R-E [infl. R. expr.]
	241	let have a talk at me	G	let's	Phr	Phr	- sa discutam	R-E [ignor. exact. form intr. pers. constr. i. probably also infl. other constr. let fall:]
	241	let have a talk at me	L	at my place	Phr	Nom(N)	- sa discutam la mine	R-E [infl. R. expr.]

1	2	3	4	5	6	7	8	9
IV 677 NM 246	242	it's late and <u>should</u> have been home	G	- Nom	Cl	Nom + VG	~~le t'irzin gl ar~~ ~~fi trebuit ex~~ ~~fiu acas~~	R-E Infl. impers. youth of a trebuit
243	244	should <u>have been</u> home	G	+ (have+em)	Aux	Asp (have + en)	~~ar fi trebuit~~ ~~ex fiu acas~~	R-E Conj. tense and mood syst J
247	244	what splendid eyes <u>had the heroine</u>	G	x	T excl	Nom + VG	~~ce oohi fru-~~ ~~moql avas exoim~~	R-E Word order
245	245	the setting was	G	+ s	Inflex	Nom inflex (number)	~~decorurille ex~~	R-E Infl. R. constr. with R. plur J
246	246	<u>For</u> was <u>marvelous</u> made up	G	- ly	Inflex	Inflex Adv.	~~decorurille ex~~ ~~minunt route~~	R-E Conj. due to identity Adv/ Adj in R J
247	247	do <u>well</u> his part	G	x	VG	V ₂ + Nom + Adv	~~gl-s juuat bl-~~ ~~ne roln~~	R-E Word order
248	248	<u>do well</u> his part	L	act -> do	W		~~s.s.~~	R-E Ignor. expr. i probably Infl. other E. expr. i did his job
249	249	mind <u>what are you</u> <u>writing</u>	G	x	T emb.	Cl	~~gndegte-te la~~ ~~ce scrii~~	R-E Infl. E. inter- rog. constr J
250	250	success <u>at</u> T.V.	G	on -> at	Phr.	Prep (on)	~~success la~~ ~~viuine~~	R-E Infl. R. expr J
TM 248	251	to " <u>Scala</u> "	G	- the	NG	Det (the)	~~la "Scala"~~	R-E Constr. in E. with def. art. felt as redund. due to R. constr. with def. art J
252	252	we sat at <u>table</u> pla- ced in a corner	G	- a	NG	Det (a)	~~ne-am agesat~~ ~~la o mas~~ ~~intr-un colt~~	R-E Probably dis- traction Because of selection of a freq. set phr. i we are at table

1	2	3	4	5	6	7	8	a	9
									b
	253	discusses <u>about</u> the play	G	+ about	VG	V _t +NG	--a discuta <u>des-</u> <u>pre</u> pleas	R-E	/infl. R.prep./
	254	her husband isn't cynical, <u>isn't</u> he	G	+ not	T tag		--soful ei nu es- te clinic, <u>nu-1</u> aga	R-E	/infl.R.constr. with double neg./
	255	he can't remember anything <u>from</u> his youth	G	about -> from	Phr	Prep(about)	--nu-gi po ₂ ie asinit n ₁ mic din tineret ₂ l ₁	R-E	/infl.R.prep./
GA 251	256	to discuss <u>about</u> the play	G	+ about	VG	V _t + NG	--s ₂ discuta <u>despre</u> pleas	R-E	/infl.R.prep./
	257	went to " <u>Scala</u> "	G	- the	NG	Det (the)	--ne-am due <u>la</u> " <u>Scala</u> "	R-E	/constr. in E. with def.art. felt as redund. due to R.constr. with def.art./
	258	I do not understand why <u>did</u> they need	G	+ did	T emb.		--infeleg de ce aveau nevole	E-E	/infl.E.inter- rog.constr. with <u>do</u> /
	259	let analyse more <u>detailed</u> the play	G	x	VG	V _t + NG + Adv	--s ₂ analiza <u>mai</u> detaliat <u>pleas</u>	R-E	/word order/
	260	<u>more detailed</u>	L	in more de- tail -> more detailed	Phr		--mai detaliat	R-E	/infl.R.expr./
IR 253	261	" <u>...</u> " <u>said</u> my friend	G	x	Cl	Nom + VG	--a spus priete- <u>na</u> mea	R-E	/word order/
	262	we went <u>by</u> foot	G	on - by	Phr	Prep (on)	--au mers pe jos	E-E	/analogy: by train/
	263	he is <u>good</u> play <u>writer</u>	G	- a	NG	Det (a)	--e bun drama- <u>tura</u>	R-E	/infl.R.optio- nal constr. without indef. art./

1	2	3	4	5	6	7	8	9
	264	playwrighter	L	playwright → playwrighter	W		--dramaturg	E-E [infl. other E. constr.: record player and construct writer + playwright play felt here as equiv. of R. loc]
	265	their play	L	acting → play	W		--locul lor	R-E [play felt here as equiv. of R. loc]
XY 254	266	the come of the personages	L	costumes → come	W		--hainele per- sonajelor	E-E [conf. in sem. field]
	267	personages	L	characters → personages	W		--personajelor	R-E [infl. R. term]
	268	it was quite a heated talk	L	discussion → talk	W		--a fost o dis- cutie aprinsă	E-E [conf. in the sem. field, due to greater freq. of talk]
IM 255	269	a few days ago I have seen	G	(+ (have+en) - Past	Aux	Tense (Past)	--acum citeva zile am văzut	E-E [conf. tense syst.]
	270	was not fitted for	G	+ ed	W	Base (Adj)	--nu era potri- vit	R-E [infl. morph. str. of R. cor- respond. word: potrivit (V + Atr. part.)]
	271	If Corina wouldn't have died	G	hadn't died → wouldn't have died	Aux	Tense (Past) + have+en	--dacă Corina nu ar fi murit	E-E [conf. mood and tense syst.]
IN 256	272	contemporary drama- turgy	L	drama → dramaturgy	W		--dramaturgia contemporană	R-E [infl. R. term]
CR 257	273	the actors did their part	L	acted → did	W		--actorii și-au jucat rolurile	E-E [ignor. expr.: probably infl. other E. expr.: did his job]
	274	their part	G	- e	Inflex	Plur. Inflex	--au jucat rolu- rile (optional rolul)	R-E [infl. optional R. form]

1	2	3	4	5	6	7	8	9
	290	<u>in same old plays</u>	G	- the	NC		-in acolesgi please	a /Inf1.E.constr. in most... /Inf1.R.constr. without def. art./
SE 282	291	<u>show window</u>	L	shop window ~~shop window~~	Set Phr		--vitrina maga- zinului	E-E /conf.sem.field, contem.: shop window/ show window/
	292	<u>enter the author and his friend</u>	G	x	C1	Nom + VG	--intră autorul și prietenul său	R-E /word order/
	293	<u>it will do us good a cup of coffee</u>	G	{ + it x	C1 C1	Nom + VG Nom + VG	--ne va face bi- ne o ceașcă de cafea	R-E /word order/
	294	<u>the most I liked the acting</u>	G	what I lik- ed best was → the most I liked	T emph		--cel mai mult mi-a plăcut	R-E /Inf1.R.expr./
	295	<u>he played tricks with everybody</u>	G	on + with	Phr	V _t + Nom ₁ + Prep(on) + Nom ₂	--juca rengașuri oricui	E-E /Inf1.other E. constr. with play/
	296	<u>have your coffees</u>	G	- are	VC	V ₁ + Nom	--aiți cafelele	R-E /Inf1.R.constr. without a fl "to be"/
PF 283	297	<u>I am one of my friends were to see L.:J</u>	L	went → were	V		--Eu și unii din tre prietenii mei am fost să vedem L.:J	R-E /Inf1.R.constr./
	298	<u>L.:J were to see the performance that in Tandh-1st theatre takes place</u>	G	x	VG	V + Adv G	--/.../am fost să vedem spec- tacolul care se joacă în teatrul Tandh-1st	E-E /hypercor.: avoid. of word order parallel to R./

1	2	3	4	5	6	7	8	9
	299	<u>E..J</u> were to see <u>E..J</u> that <u>taken</u> place	G	- Past	Aux	Tense(Past)	<u>E..J</u> am <u>foat</u> sã vedem <u>E..J</u> care <u>are</u> loc	R-E [Infl.R. sequence of tenses]
	300	to <u>Scale</u>	G	- the	NC	Det(the)	--la <u>Scale</u>	R-E [constr. in E. with def.art. felt as redundant. due to R. constr. with def.art.]
	301	I <u>liked</u> very much VO	G	x	VG	V _t +DO+adv	<u>mi-a plăcut</u> <u>foarte mult</u> VO	R-E [word order]
	302	he has stood in a little town for a long time	G	+ (have+en) - Past	Aux	Tense(Past)	--el a stat (a loc-E-E cult) mult timp într-un orașel	R-E [conf. tense syst.]
	303	<u>stood</u>	L	lived - stood	W	--a stat (locult)	R-E	[to stand felt as usual equiv. of optional R. term a sta]
	304	was <u>chosen</u>	G	chosen - chosen	V	V Inflex (Part)	--a fost ales	R-E [Infl. irreg. V forms: choose]
	305	Have you <u>known</u> that <u>is</u> CC's teacher?	G	+(have+en) - Past	Aux	Tense(Past)	--ai știut că MR este profesorul lui CC?	R-E [conf. tense syst.]
	306	I <u>noticed</u> that they both have the same style	G	- Past	Aux	Tense(Past)	--Am observat că amândoi au același stil	R-E [Infl.R. sequence of tenses]
	307	<u>preferate</u> poets	L	favorite - preferate	W	--poetii <u>preferați</u>	R-E [Infl.R. expr.]	
	308	the performance <u>had</u> <u>success</u>	L	was success- ful - had success	Phr		--spectacolul a avut <u>success</u>	R-E [Infl.R. expr.]
RN 284	309	to help with us to put things into order	G	+ with	VG	V _t +Nom	--să ne ajute să punem lucrurile în ordine	R-E [analogy: help me with the <u>infuse</u>]

1	2	3	4	5	6	7	8	9
	310	<u>into</u> order	G	in → into	Pur	Prep(in)	--in ordline	E-E /hypercor.: avoid. of <u>in</u> , as too similar to R. prep. <u>in</u> /
	311	it's not a rule but it goes <u>out</u> of saying	L	it goes without saying → it goes out of saying	Set Pur		--dar este de la 2-E sine injeles	/ignor. correct E.expr./
	312	either <u>did</u> condemned	G	+ do	CI	VG	--file a condam- nat	E-E /infl. other emph. E constr./
	313	did condemned	G	+ en	VG	Inf	--s.a.	E-E /hypercoris.a. other interpre- tations/
CH 285	314	What do you think <u>about</u> ?	G	- it	VG	V ₁ + Prep + Nom	--Ce crezi des- pre asta ?	E-E /infl. other E.exprs.: to think about/
	315	<u>making</u> -up	L	make up + making up	V		--machiaj	E-E /ignor. E.term/

1	2	3	4	5	6	7	8	9
								a b
ZC 249	316 317	we didn't go at <u>Scale</u> at <u>Scale</u>	G G	to → at -the	Phr MG	V ₁ +Prep(to) +Nom Det(the) -- la <u>Scale</u>	-- nu am fost la <u>Scale</u> -- la <u>Scale</u>	E-E R-E /conf. at/to/ /constr. in E with def.art. felt as redundant. owing to R constr. with def. art.]
	318 319 320	thinking at the controversies I knew <u>that's</u> some- thing new I knew <u>that's</u> some- thing new	G G G	of → at - there - Past	Phr T there Aux	Prep (of) Tense(Past)	-- cîndindus- <u>mă</u> la controversie -- gîtam cu a ce- va nou -- gîtam cu e ceva nou	R-S R-E R-E /infl.R. /infl.R. /infl.R. sequence of tenses]
RR 250	321 322 323 324 325 326 327	<u>girl-mate</u> what about, you here, I mean, Bucharest here, I mean, <u>Bucharest</u> we're coming from the theatre it's very <u>good</u> staged they fit the <u>characters</u>	L L G G G G L	school-mate → girl-mate why are → what about -in - (have+en) - just well → good are edited to their parts → fit the characters	W Phr Phr Aux VG W Phr	 Prep (in) Aux (Asp) Adv. Base	-- colegă de școală -- ce e cu tine aici, adică în București -- adică în Bucu- rești -- veneam de la teatru -- este foarte bi- ne pusă în scenă -- ei sînt potri- viti pentru personaje	E-E R-E E-E E-E E-E E-E R-E /contam. room -mate, girl- friend/ infl.B. expr. what about [...] hypercor.: lack of cont. asp. in R. /conf. well/ good/ to fit felt as normal equival. of R a se potrive]

1	2	3	4	5	6	7	8	9
	328	we... parted <u>in</u> the bus station	G	at → in	Phr	Prep (at)	--ne-am despar- tit <u>in</u> stația autobuzului	R-E /infl. R. prep. J
PO 252	329	to <u>Scale</u>	G	- the	NG	Det (the)	--la <u>Scale</u>	R-E /constr. in E. with def. art. felt as redund. owing to R. constr. with def. art. J
	330	burst <u>ed</u> with aplaude	G	+ ed	V	V inflex (Past Tense)	--au izbucnit <u>in</u> aplaude	E-E /reg. : <u>sacked</u> .. J
	331	didn't you enjoy the young clever girl	L	like → enjoy	W		--nu <u>fi-a</u> plăcut tînăra inteligentă	E-E /constr. in sem. field; perhaps hypercor. J
	332	not what I wanted to see <u>in</u> such a part	G	for → in	Phr	Prep (for)	--nu ceea ce aș fi vrut să văd <u>intr-un</u> asame- nea sat	R-E /infl. R. prep. J
	333	I <u>liked</u> extremely the <u>costumes</u>	G	x	VG	V _t + DO + Adv. NG ₁ + VG + NG ₂ + Adv.	--mi-au plăcut extrem de mult <u>costumele</u>	R-E /word order J
NP 259	334	<u>waiting</u> our cups of coffee	G	- for	VG	V ₁ + Prep. + NG	--asteptîndu-ne ceștiile de ca- fea	R-E /infl. R. constr. with DO J
	335	the whole play <u>lies</u> on their acting	L	relies → lies	W		--întreaga piesă se bazează pe jocu- lor	E-E /conf. sem. field J
PO 260	336	to <u>Scale</u>	G	- the	NG	Det (the)	--la <u>Scale</u>	R-E /constr. in E. with def. art. felt as redund. owing to R. constr. with def. art. J

1	2	3	4	5	6	7	8	9
	337	<u>first performance</u>	L	opening night → first performance	W		~~primul spectacol~~	a R-E [infl. R. expr.]
	338	to the <u>Scale</u> <u>patlcoery</u>	L	pastry shop → patlcoery	W		~~patlseria~~ Scale	R-E [infl. R. term]
NS 244	339	I'll treat you <u>with</u> the finest cake	G	to → with	Phr	Prep (to)	--o gă te ser- vesc cu cea mai bună prăjitură	R-E [infl. R. constr.]
	340	at <u>Scale</u>	G	- the	MG	Det (the)	--la Scale	R-E [constr. in E. with def. art. felt as redund. owing to R. constr. with def. art.]
	341	You didn't <u>enjoyed</u>	G	+ ed	V	Inf.	--nu ți-a plăcut	R-E [hypercor.]
SE 245	342	what do you see so extraordinary <u>in</u> my <u>saying</u>	G	about → in	Phr	Prep (about)	--ce vezi așa extraordinar în spusele mele	R-E [infl. R. prep.]
	343	I <u>have</u> really <u>enjoyed</u> the play	L G	story → saying → (have+en) -Past	W Aux	Tense (Past)	--î-a plăcut (intr-adever.) plesa	R-E [conf. tense syst.]
M 272	344	<u>together</u> my friend	G	- with	Phr	Prep (with)	--împreună cu prietenă mea	R-E [together felt as equiv. to together]
	345	play of Brecht	G	by → of	Phr	Prep (by)	--plesa lui Brecht	R-E [infl. R. expr.]
	346	what's about the other ones	L	+ 's	Set phr		--ce e cu cel- lălți	R-E [infl. usual & infl. other E. expr.: what's new?]
	347	to be <u>wright</u>	L	right → wright	W		--să țin drept	R-E [conf. owing to similarity contam. to be right+wright]

1	2	3	4	5	6	7	8	9
							a	b
1	2	3	4	5	6	7	8	9
IV 273	348	I and my friend <u>was</u> at	G	were → was	Cl	V inflex (Agreement)	--eu și prietena mea am fost la	v.o. / Probably o. distraction
	349	I <u>have seen</u> it two years ago in Paris	G	- Past	Aux	Tense (Past)	--am văzut-o acum doi ani la Paris	E-E / conf. tense syst. J
	350	I confess you that I was <u>just impressed</u> at first by the play	G	- to	VG	V _t + to + IO + DO	--fiți surprinși că am fost foarte impresionată la început de piece	E-E / infl. other E. constr. I tell you
	351	I haven't <u>seen till</u> <u>now any play</u>	G	x	VG	VG + NG + Adv	--nu am văzut pînă acum nici o piece	R-E / word order
	352	this message was their <u>conclusion</u>	G	that → this	NG	Det (dem.)	--acest mesaj a fost concluzia lor	R-E / infl. dem. adj. in R. J
	353	of course, that it was their conclusion	G	+ that	Phr	Conj	--desigur că a fost concluzia lor	R-E / infl. R. constr. with conj. J
	354	the author <u>didn't</u> learn it yet, or he	G	-(have+en)	Aux	Tn (have+en)	--autorul nu a aflat-o încă	E-E / conf. tense syst. J
	355	learn it but he <u>doesn't</u>	G	-Past	Aux	Tense (Past)	--sau a aflat-o,	E-E / conf. tense syst. J
	356	want to tell it	G	-Past	Aux	Tense (Past)	--dar nu vrea s-o spună	R-E / infl. R. se- quence of tenses J
	357	must hope <u>in</u> something	G	for → in	Phr	V _i + Prep (for) + NG	--trebuie să sper în ceva	R-E / infl. R. constr. J
CA 280	358	the play <u>in</u> itself is a very good one	G	+ in	Phr	Prep (in)	--piecea <u>în</u> sine este una foarte bună	R-E / infl. R. expr. J
	359	<u>In</u> the very moment	G	+ in	AdvG	Adv _t	--exact în acel moment / Chiar <u>în</u> momentul	R-E / infl. R. constr. J infl. other E.

1	2	3	4	5	6	7	8	9	d.
	360	<u>scene</u> decoration	L	stage → scene	W		--decorul (op- tional: deco- rative scene)	R-E	constr.: in the very few years
AM 285	361	as we <u>used</u> very often to go to <u>Scala</u>	G G	x - the	VG NG	AdvG Det (the)	--findok obligu lam foarte dea sa mergem la Scala	R-E R-E	[word order] [constr. in E. with a def. art. felt as redund. owing to R.constr. with def.art.]
	362	we decided to <u>go</u> this time too there	G	x	AdvG	Adv (place) + Adv (time)	--am hotărit să mergem și de această dată acolo	R-E	[word order]
	363	I looked <u>to</u> my friend	G	at → to	Ph.	V ₁ + Prep (at)	--am uitat la prietenă mea	E-E	[conf. to/at]
	364	I <u>felt</u> that	G	felt → felt	Inflex	V (tense)	--am simțit că	E-E	[reg.: asked...]
	365	GC was awfully	G	+ ly	Adv	AdjG V +	--GC a fost în- credibil	R-E R-E	[conf. adv/adj] [forms in E.] [infl. R.constr.]
MT 286	366	will you want to go to <u>Scala</u>	L G	would you like → will you want - the	Set phr. NG	Det (the)	--ai vrea să mergem la Scala	R-E R-E	[infl. R.expr.] [constr. in E. with def.art. felt as redund. owing to R. constr. with def.art.]
	367	to go to Scala where we <u>should</u> discuss a lot	G	could → should	M	ccld	--să mergem la Scala unde am putea discuta o mulțime	E-E	[conf. M.expr.]

1	2	3	4	5	6	7	8	9
	368	not always I can realise the real conflict	G	x	Cl	Adv + Aux + Nom	--nu întotdeauna (eu) pot să se- sizez adevăra- tul conflict	R-E [word order]
	369	message of play	G	- Det	MG	Det	--mesajul unei piese	E-E [infl. other B. constr.: gf + M]
	370	the modern plays are sometimes easy	G	+ the	MG	Det(Ø)	--piesele moderne sunt ușoare	R-E [infl. R. constr. with def. art.]
OD 287	371	cofetaria	L	sweet shop → cofetaria	W		--cofetăria	R-E [infl. R. term] [infl. constr. with def. art.]
	372	I know what have you in mind	G	x	T embed	Interrog. Cl	--știu ce ai tu în vedere	R-E [word order]
	373	I don't feel like to see.	G	seeing → to see	Phr	Gerund	--nu cred că aş avea chef să văd...	R-E [infl. constr. V + V]
	374	to see again	G	- it	VG	V _t + DO	--să o văd iar	R-E [probably infl. intrens. use of see]
RA 289	375	at Scale	G	- the	NG	Det (the)	--la Scale	R-E [constr. in E. with def. art. I felt as redund. owing to R. constr. with def. art.]
	376	cofetaria	L	sweet shop → cofetaria	W		--cofetăria	R-E [infl. R. term] [infl. constr. with def. art.]
	377	transmitting the audience that kind of	G	- to	VG	V _t + to + IO + DO	--transmitând pu- blicului acela.	R-E [infl. R. constr. without prep J infl. other B. constr.: tell him]

1	2	3	4	5	6	7	8	a	9
									b.
UA 290	378	at <u>Scale</u>	G	- the	NG	Det (the)	--la <u>Scale</u>	R-E	/constr. in E. with def. art. felt as redund. owing to R. constr. with def. art.]
28 263	379	do you enjoy it, please tell me	G	- Past	Aux	Tense (Past)	--fi-a plăcut, te rog spune-mi	E-E	/conf. tense syst.]
	380	I am <u>in</u> wrong	L	+ in	Set. phr.		--Eregesc	E-E	/conf. constan. I am <u>wrong</u> + I am in error + I am in the <u>wrong</u>
	381	because <u>are</u> fond of it	G	- Nom	Cl	Nom + (VG)	--pentru că le place	R-E	/infl. optional lack of pron. subj. in const. word order and expr.]
	382	I think that is <u>im- possible</u> to be such a <u>woman</u>	{ G L	x impossible for such a woman to (really) exist → im- possible to be such a woman	Cl Set phr.	Nom + VG	--cred că e <u>impos- sibil să existe o asemenea fe- meie</u>	R-E	
OE 264	383	a play about <u>whom</u> I read a lot	G	which → whom	NG	Rel. pron.	--o piesă despre care am citit mult	E-E	/conf. rel. pron. syst.]
	384	I saw it and <u>like</u> it	G	- Past	Aux	Tense (Past)	--am văzut-o și mi-a plăcut	E-E	/infl. of irreg. form saw which is not felt as past form]
	385	when the <u>spectacle</u> was L over		performance → spectacle	W		--când spectacolo- rul s-a terminat	R-E	/infl. R. term]
	386	I met <u>with</u> the friend whom I <u>haven't</u> seen for [.]	{ G G	+ with - Past	VG Aux	V + Nom Tense (Past)	--am întâlnit cu un prieten pe care nu l-am văzut de [.]	R-E	/infl. R. constr. /conf. tense syst.]

1	2	3	4	5	6	7	8	9
								a b
387	I told her the play whom I saw	G	which → whom	MG	Rel. pron. (-Anim)	--I-am povestit piesa pe care am văcut-o	E-E	/conf. rel. pron. syst./
388	she told me she wants to see it	G	- Past	Aux	Tense(Past)	--m-l-a spusă că vrea să o vadă	R-E	/infl. R. sequence of tense/
389	when the play will be acted	G	+ will	Temp Cl	Aux	--când piesa va fi jucată	R-E	/infl. R. constr. with future/
	after a few days she ring me up	G	- Past(ready)	Aux	Tense(Past)	--peste cîteva zile m-l-a tele- fonat	E-E	/conf. irreg. V forms/
390	did you enjoy, Helen?	G	- 1st	VG	V _t + Nom	--t-l-a plăcut, Elena?	R-E	/infl. R. constr. without DO/
391	a play who deals [...]	G	which → who	MG	Rel. pron. (-Anim)	--o piesă care tratează [...]	E-E	/conf. rel. pron. syst./
392	deals interesting problems	G	- with	VG	V ₁ + Prep (with)+Nom	--tratează pro- bleme intere- sante	R-E	/infl. R. constr. with DO/
PM 266	393 ran from a table to another one	G	one → a	MG	Dat (one)	--am alergat de la o masă la alta	E-E	/conf. g/one/ identity of indef. art. and numeral/
	394 from a table to another one	G	+ one	MG	Nom	--de la o masă la E-E alta	E-E	/infl. of E. expr.: I like another one; hypercorrect/
	395 jumped from somewhere else on to the chair	G	to → on to	VG	V + Prep	--au sărit de altundeva pe scun	E-E	/conf. to/on to/
	396 to order for two ice- creams	G	+ for	VG	V _t + Nom	--să comandăm do- uă înghețate	E-E	/infl. other E. expr.: to ask for/
	397 we found ourselves	G	ourselves → ourselves	Agreement. (pl)	Nom. inflex (refl. pron.)	--ne-am ti zlit	V+O. c.	/probably distractor/

1	2	3	4	5	6	7	8	9
								a b
398	ask me my boy friend		G	x	Cl	Nom + Vg + NG	-m-a întrebat prietenul meu	R-E [word order]
399	I had an armchair on the second line in front		G	in → on	Phr	Prep (in)	-am avut un fo- tolu în rândul al doilea în față	E-E [conf. prep. syst.]
			L	row → line	W			R-E [the felt as usual equiv. of R. find]
400	I haven't see it		G	- on	V	V inflex (part.)	--n-am văzut-o	E-E [infl. neg. constr. with do: I didn't see it]
401	as I set in front, I could see		G	sat → set	V	irreg. V inflex (Past)	--fiindcă stă- team în față, am putut vedea	E-E [conf. irreg. verb forms]
MC 267	performing magnifi- cently his part		G	x	VG	V + NG+Adv	--interpretându- și minunat ro- jul	R-E [word order]
403	I stuck my opinion		G	- to	VG	V + Prep (to) + NG	--și-am mențin opinia	R-E [infl. R. constr. with V]
MC 268	the place called scene		L	stage → scene	W		--locul numit scenă	R-E [infl. R. term]
405	the show was not terrible set my friend		L	Good → terrible	W		--pleasa n-a fost teribilă, spuse prietenul meu	R-E [infl. R. term]
406	ideal way of per- formance		G	performing performance	Nom	Nmiz	--modul ideal de interpretare	E-E [conf. similar forms in same sem. field]
406	to make my girl friend to go to Scala		G	+ to	Tembed	make +/Cl/ Tembed	--să o determin pe prietena mea să meargă la Scala	E-E [infl. E. constr. V + V]

1	2	3	4	5	6	7	8	9
	407	<u>to Scale</u>	0	- the	VO	Det (the)	-la <u>Scale</u>	R-E /const. in E. with indef.art felt as redund. owing to R. const. with def.art
	408	She would rather <u>liked</u> to go	0	- have	Aux	have + en	-ar fi preferat sk meurg	R-E /hypercorrect
	409	the explanation received in a very good Romanian	0	+ a	MG	Det (p)	-explicatia pri- mita intr-o bu- na romaneasca	R-E /Infl.R.constr. with indef. art
	410	Change impressions on the play with <u>gev</u>	0	-(have+en)	Aux	have + en	-sk schimbam im- presii despre piesa pe care se vedeau-o	R-E /Infl.R.tense

LIST OF SIGNS AND ABBREVIATIONS

I (Signs)

Signs (4)	= abbreviated data about task, year of research, students involved, etc.
Tr 1 or 2	= translation task ...
Comps or PComp	= composition after a set of pictures
70 or 71	= free composition
I, II, etc	= 1970 or 1971 (year when the task was given)
655	= student in the first, second year, etc.
CI, etc	= group ...
E, etc	= initials of student's name
	= page in the Acquisition Corpus

(Columns)

- No (2) = number of the erroneous item in the 1st published Aberc
- Error and context (3) = erroneous utterance and its micro-context (sometimes a larger context or the instructions, etc.) were taken into consideration by those who tabulated the errors or who interpreted them - in 3-9)
- Level (4) = grammatical, lexical, orthographical level where error occurs
- Comment (5) = interpretation sometimes made according to the instructions given: to stick to one tense in the narration, etc.

S level (6) = syntactic level of the error [word, clause, etc.]
 Filler form (7) = correct constituency of S level

Interpretation (8-9):

Compar. with R = comparison with the correct R correspondent (or, for Tr tasks, the text given to be translated. In R)

Tent. explan. = tentative explanation of the error, i.e. of its source (influence of Bl, i.e. R, or of Tl, i.e. E)

(Various signs)

-- = indicates the beginning of a new item

X = wrong word order

→ In = correct form (left) replaced by erroneous form (right)

- 4 = lack of ..

+ = erroneously added element.

- In 9a = indicates the direction of the influence: on the left, source of the error underlined words In 3 = erroneous part of the context
 In 8 = R source of error
 In 9 = E source of error
 or syntagms

() = the corresponding given form is not completely correct in R; or: an alternative optional form in R

[...] = the editors omitted a nonessential part of the context

In 4 } = two (or more errors) in the same syntagm

and 9a } = sources of errors corresponding to 4

In 4 } = double possibility of classifying the error
 and mostly }
 In 9a } = double source of error

II

ABBREVIATIONS

- Adj. = adjective
 Adv. = adverb
 Aff. = affix
 agreem. = agreement
 Aux. = auxiliary
 avoid. = avoidance
 base (also: B) = base
 BL = base language
 C = core
 Cl. = clause
 compar. = comparative
 conc. = concord
 Cond. = conditional
 conf. = confusion
 Conj. = conjunction
 constr. = construction
 contam. = contamination
 cont. (asp.) = continuous (aspect)
 convers. = conversion
 Coord. = coordination
- d = dative
 def. [art.] = definite [article]
 dem. = demonstrative
 deriv. = derivation
 Det. = determiner
 D.O = direct object
 E = English
 emb. (or embed.) = embedding
 emph. = emphatic
 equiv. = equivalence
 Exclam. = exclamative
 expr. = expression
 fem. = feminine
 freq. = frequency
 G = genitive
 G = grammatical [level of error]
 hypercor. = hypercorrection
 ident. = identical
 ignor. = ignorance
 Imper. = imperative

Impers. constr. = impersonal construction
 Indef. pron. = indefinite pronoun
 Inf. = infinitive
 Infl. = influence
 Inflex. = inflection
 In l. = in the learning process
 Intensif. = intensifier
 Interrog. = interrogative
 Invers. = inversion
 IO = indirect object
 irreg. = irregular (nouns, verbs)
 L = lexical [level of error]
 M = modal verbs
 mean. = meaning
 n = nominative
 neg. = negative
 NG = noun (nominal) group
 Nomz = nominalization
 Nom. = nominal
 - not underlined at (7) = the error is
 not generated by the BL

Orth. = orthographic
 part. = participle
 Partc. = particle
 perf. = perfect
 pers. = person
 Ph. = Phonetic
 Phon. = Phonologic
 Phr. = phrase
 pl. = place
 plur. = plural
 poss. = possessive
 Post det. = post determiner
 Pre det. = pre determiner
 Prep. = preposition
 R = Romanian
 redund. = redundant
 refl. = reflexive
 reg. = regularization
 rel. = relative
 Rel. adv. = relative adverb
 Rel. pron. = relative pronoun

Reprod. = reproduction (= a form is
identically taken over from
R or from E storage)

s.a. = see above

S level = syntactic level [of error]

sem. = semantic

Set phr. = set phrase

sg. = singular

styl. = stylistic

subj. = subject

subj. = subjunctive

subj. compl. = subject complement

syn. = synonym

synon. = synonymy

synt. = syntagm

synth. = synthetic

synth. g. = synthetic genitive

syst. = system

T = transformation

Tag Q (or: q) = tag question

T_{comp} = comparative transformation

T_{coord} = coordination transformation

T_{rel} = relative transformation
t = time

Temp. = temporal

TL = target language

VG = verb (verbal) group

V1 = intransitive verb

v.o.c. = various other causes (sources)
of errors in which RL and TL
influences are not included

V_t = transitive verb

w = word

Ø = zero article

Translation 1 (Tr 1)Annex 1[Instructions:] Translate into English:

1. În ultimii ani s-au creat noi centre universitare în țara noastră.
(New university centres have been created in our country in the last few years.)
2. Ai auzit vreodată despre punctualitate? - am întrebat-o. Te așteptam de aproape un ceas. (Have you ever heard of punctuality? I asked her. We've been waiting for you for almost an hour.)
3. Să deschidem fereastra? - Da, s-o deschidem.
(Shall we open the window? - Yes, let's.)
4. Cumpără-mi floarea aceea. Te rog, cumpără-o și dă-mi-o.
(Buy me that flower. Please buy it and give it to me.)
5. Cui îi este adresată scrisoarea? - Lui Peter.
(Who is the letter addressed to? - Peter.)
6. Copilul a fost căutat prin tot parcul.
(The child was/has been looked for all over the park.)
7. Poți să te întâlnești cu el mâine de dimineață la opt în sala de lectură?
(Can you meet him in the reading room at 8 o'clock tomorrow morning?)
8. L-am privit gândindu-mă la altceva.
(I looked at him thinking of something else.)

Translation 2 (Tr.2)

1. Dacă nu ar fi atât de frig, ar ploua [or: ninge].
(If it were not so cold, it would rain/snow.)
2. N-aş fi observat absenţa lui, dacă cineva nu i-ar fi pomenit numele.
(I should not have noticed his absence if somebody had not mentioned his name.)
3. Când ai să-l vezi, n-ai să-l recunoşti.
(When you see him, you will not recognize him.)
4. Nu erau prea multe greseli în text, nu-l aşă?
(There were not too many mistakes in the text, were there?)
5. Ninge, ninge de trei zile.
(It was snowing, it had been snowing for three days.)
6. El nu înţelegea niciodată nimic.
(He never understood anything.)
7. Nici cabana, nici drumul nu sînt vizibile.
(Neither the chalet, nor the road is/are visible.)

Annex 2 aComp.[Instructions written on the blackboard:]

Relatați conținutul acestor imagini, sub forma unei povestiri în limba engleză.

Se cere ca povestirea să aibă între 40 și 50 de rânduri (ținând seama că o pagină are 30 de rânduri) și să conțină: descriere, narațiune și dialog.

Redați gândurile tinerei soții (imaginile 2 și 3) printr-un monolog în vorbire directă.

Redați dialogul dintre tinăra soție și mama sa (Imaginea 9) în vorbire indirectă.

Pentru narațiune și descriere folosiți Past Tense.

(Relate the content of these images in the form of a story in English.)

The story should have 40-50 lines (considering that a page has 30 lines) and it should contain: description, narration and dialogue.

Render the young wife's thoughts (images 2 and 3) in a monologue in direct speech.

Render the dialogue between the young wife and her mother (Image 9) in indirect speech.

Use the past tense for the narrative and description.)

[Oral instructions:]

Pentru a evita orice confuzie în interpretarea imaginilor, vă voi relata pe scurt, în limba română, conținutul poveștii:

Exasperată de obiceiul soțului ei de a citi ziarul în timpul micului dejun, tinăra doamnă Brown își ia lucrurile și pleacă la părinții ei, doamna și domnul Smith. După ce ascultă relatarea necazurilor fiicei sale, doamna Smith o conduce în sufragerie, unde domnul Smith de asemenea își citește ziarul în timpul micului dejun.

Vă rog să nu cereți nici o lămurire suplimentară, ci să începeți lucrarea. Pentru lucrare aveți la dispoziție 50 de minute.

(In order to avoid any confusions in interpreting the images, I'll briefly tell you the content of the story in Romanian:

Much annoyed by her husband's habit of reading the newspaper during breakfast, young Mrs Brown picks up her things and goes to her parents, Mr and Mrs Smith. After listening to the story of her daughter's troubles, Mrs Smith leads her into the dining-room, where Mr Smith is also reading the newspaper during breakfast.

Please don't ask for further explanations and start working.

You have 50 minutes at your disposal.)

Comp S

